

AGNES SCOTT COLLEGE

1979-1980



Communications

CORRESPONDENCE

Information regarding the following matters may be obtained by writing the appropriate officer at Agnes Scott College, Decatur, Georgia 30030:

Academic Affairs	Dean of the College
Admissions	Director of Admissions
Alumnae Affairs	Director of Alumnae Affairs
Business Affairs	Vice President for Business Affairs
Career Planning	Director of Career Planning
Catalogs	Director of Admissions
Employment Referrals	Director of Career Planning
Financial Aid	Director of Financial Aid
Gifts and Bequests	Vice President for Development
Payment of Accounts	Accounting Office
Public Relations	Director of Public Relations
Residence and Student Welfare	Dean of Students
Transcripts of Record	Registrar

TELEPHONE

Area Code (404) 373-2571 (college switchboard).

VISITORS

The College is located in the metropolitan Atlanta area and is easily accessible to the city's airport and railway and bus terminals. It is served by several interstate highways (I-75 or 85 for most north-south traffic, and I-20 for east-west).

Agnes Scott welcomes visitors to the College. All administrative offices are open Monday through Friday, 8:30 a.m. to 4:30 p.m. throughout the year except during holiday periods. The Admissions Office is also open for appointments on Saturday until noon. Saturday hours during June, July, and August are by appointment only.

A prospective student who wishes to arrange an interview with a member of the admissions staff should make an appointment well in advance.

Pen and Ink Illustrations by John Stuart McKenzie

Published by Agnes Scott College, Decatur, Georgia 30030.

April, 1979



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1979-1980

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College Calendar — 1979-1980

Fall Quarter

September	5	Wednesday, 9 a.m.	Dormitories open for new students
	5	Wednesday, 7:30 p.m.	Meeting of new students
	6	Thursday, 9 a.m.	Registration of new students
	7	Friday, 10:30 a.m.	Registration of returning students
	10	Monday, 8:30 a.m.	Fall quarter classes begin
November	14	Wednesday	Reading day
	15	Thursday, 9 a.m.	Scheduling for winter quarter
	20	Thursday, 4:30 p.m.	Examinations begin
	21	Wednesday, 10 a.m.	Examinations end
			Vacation begins
			Dormitories close

Winter Quarter

January	2	Wednesday, 1 p.m.	Dormitories open
	3	Thursday, 8:30 a.m.	Winter quarter classes begin
March	7	Friday	Reading day
	8	Saturday, 9 a.m.	Scheduling for spring quarter
	14	Friday, 4:30 p.m.	Examinations begin
	15	Saturday, 10 a.m.	Examinations end
			Dormitories close

Spring Quarter

March	23	Sunday	Dormitories open
	24	Monday, 8:30 a.m.	Spring quarter classes begin
May	24	Saturday, 9 a.m.	Examinations begin
	28	Wednesday, 11:30 a.m.	Senior examinations end
	30	Friday, 11:30 a.m.	Examinations end
June	1	Sunday	Commencement
	2	Monday, 10 a.m.	Dormitories close

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The greatest care and attention to detail is given to the preparation of the program of this College and every effort is made to insure the accuracy of its presentation in this catalog, but the College reserves the right in its discretion to make from time to time changes affecting policies, fees, curricula, or other matters announced in this Catalog.

General Information



Evans Dining Hall

History

Agnes Scott had its beginnings in the faith and vision of a small group of Presbyterians in Decatur, Georgia. The organizing of a Christian school was undertaken in July of 1889, and, under the influence of the Reverend Frank Henry Gaines, minister of the Decatur Presbyterian Church, it was decided that the school would be primarily for girls and young women. Founded in that year as the Decatur Female Seminary, the school occupied a rented house and had slightly over \$5,000 of subscribed capital. There were four teachers and sixty-three students, and the work offered was of grammar school level. In the spring of 1890, Colonel George Washington Scott, a leading Decatur businessman, gave \$40,000 to provide "a home" for the school. Colonel Scott had earlier provided 40% of the initial capital, and his gifts to the new school constituted the largest sum given to education in Georgia up to that time. In recognition of his interest and support, the Board of Trustees changed the school's name to Agnes Scott Institute in honor of Colonel Scott's mother.

Within ten years the Institute was accredited as a secondary school. In 1906 it was chartered as Agnes Scott College, and the first degrees were awarded. The College was accredited in 1907 by the Southern Association of Colleges and Schools and thus became the first college or university in Georgia to receive regional accreditation. In 1920 the College was placed on the approved list of the Association of American Universities and in 1926 was granted a charter by the United Chapters of Phi Beta Kappa. Agnes Scott is also a charter member of the American Association of University Women and of the Southern University Conference.

Throughout its history, Agnes Scott has sought to maintain the ideals first voiced by its founders: "... the formation and development of Christian character" and "a high standard of scholarship." The College is proud of its Presbyterian heritage and continues an informal affiliation with the Presbyterian Church in the United States; but it has been since its founding an independent institution governed by a self-perpetuating Board of Trustees. Its academic program has been based on a firm adherence to the traditional liberal arts disciplines supplemented by academic and extracurricular opportunities designed to meet the changing needs of women in our society.

From modest beginnings, the permanent assets of the College have grown to almost \$60,000,000 of which some \$40,000,000 is in endowment. From a single house on a small lot Agnes Scott has expanded into twenty buildings on some one hundred acres. In its ninety-three year history it has been served by four presidents: Frank Henry Gaines (1889-1923), James Ross McCain (1923-1951), Wallace McPherson Alston (1951-1973), and Marvin Banks Perry, Jr. (1973-).

Purpose

Agnes Scott was founded for the purpose of "establishing, perpetuating, and conducting a liberal arts college for the higher education of young women under auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion."

In a rapidly changing world of increasing mechanization and complexity, the College continues to put its faith in the life of the mind and the spirit and in the liberating power of knowledge.

As a liberal arts college for undergraduate women, the purpose of the College is as follows:

1. to help the student gain a basic acquaintance with each of three broad areas of knowledge — the humanities, natural sciences and mathematics, and social sciences — and competence in some particular phase of one area;

2. to develop through such study those qualities of mind — analytical, critical, and imaginative — which will enable the student to use the treasure of the past as well as contemporary contributions to knowledge, not only to enrich her own life but also to seek solutions to age-old and new problems;

3. to develop an appreciation for excellence and for man's creative achievements in all fields;

4. to encourage the student to find for herself a spiritual commitment and a set of values which will give vitality, meaning, and direction to her life;

5. to foster a concern for human worth and needs, physical as well as intellectual and spiritual;

6. to cultivate in the student a sense of responsibility to the society in which she lives, both within the college community and beyond.

The University Center

Agnes Scott is one of fourteen Atlanta-area institutions composing the University Center in Georgia. Other institutions in the group are Atlanta College of Art, the Atlanta University, Columbia Theological Seminary, Emory University, the Georgia Institute of Technology, Georgia State University, the University of Georgia at Athens, and Oglethorpe University. These colleges and universities cooperate in sharing facilities, resources, and activities. Chief areas of cooperation are in library services, visiting scholars, departmental conferences, and faculty research. Opportunities are also available, by special arrangement, for juniors and seniors to take courses at other institutions within the Center.

Student Life

Orientation

Orientation for new students is planned by a student organization, Orientation Council. All components of the college community help to provide a wide spectrum of activities, both academic and social, on the campus and in metropolitan Atlanta.

Residence Halls

The life of the College is influenced by the fact that students live and work in a small residential community. A dorm president and a dorm council are elected for each hall, and a senior resident, who is a member of the staff of the Dean of Students, is available for conferences when needed. All regulations governing the College community are clearly set forth in a Student Handbook which is given to each student when she arrives on the campus.

All rooms are at the same rate. Each room is furnished with single beds, mattresses and pillows, dressers, chairs, study tables, student lamps, and bookcases.

Full-time students must reside in a college dormitory or in a residence with parents, close relatives, or spouse. Exception is made in the case of students in the Return to College Program.

Advising and Counseling

A chief function of the Dean of the College and her staff, assisted by major professors and other designated members of the faculty, is academic counseling.

General counseling of students, especially in relation to non-academic matters and social and extracurricular activities, is centered in the office of the Dean of Students. A consulting psychologist is available for additional counseling through the Dean of Students.

Health Services

The student health services of the College are supervised by the Dean of Students and are available in the Health Center of the Frances Winship Walters Infirmary. The college medical staff includes consultants in internal medicine, gynecology, and psychology. Nurses are on duty in the Health Center from

8:00 a.m. to 6:00 p.m., Monday through Friday. A gynecological clinic is held every Tuesday evening from 5:00 p.m. to 7:00 p.m.

The residence fee charged all boarding students includes ordinary infirmary and office treatment for resident students. The expense is met by the student if consultations, laboratory work, or prescription medications are required. Resident students are urged to consult with on-campus nurses before seeking off-campus medical treatment. Cases of serious illness or accident may be referred to local hospitals.

Non-resident students may be treated for emergencies at the Health Center.

The College reserves the right, if parents or guardian cannot be reached, to make decisions concerning emergency health problems for any student. The parent is expected to sign the forms necessary for this right. Students are financially responsible for any care received at local hospitals or emergency rooms. Students should have insurance identification cards when consulting with outside health agencies.

Student Government

To learn to live honorably and unselfishly in a community and to share the responsibility of self-government is the stated purpose of the Student Government Association. Such experiences are a part of the broader education offered at Agnes Scott. Students have an active role in shaping the policies and regulations of the College. The president of Student Government, the chairman of Honor Court, and the chairman of Interdormitory Council are full voting members of the Administrative Committee of the College in all student-oriented matters.

The activities of the students are directed through elected members of Representative Council, Honor Court, Interdormitory Council, and Dormitory Councils. Functioning closely with Student Government is the Board of Student Activities, which coordinates the programs of all student organizations including Arts Council, Athletic Association, Christian Association, and Social Council. These groups are responsible for correlating campus activities with the needs of the college community.

The Honor System

The Honor System is the cornerstone of life at Agnes Scott. The freedom to grow responsibly in social and academic life is the basis on which the Honor System is built. Each member of the College community is committed to develop and uphold high standards of honesty and behavior. Self-scheduled exams, unproctored quizzes, and open rooms are among the benefits enjoyed by students. On entering the College, each student voluntarily pledges her support to this way of life.

Academic Honors

The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott in 1926. The Chapter conducts annual elections in accordance with criteria and procedures prescribed by the United Chapters.

Superior academic work is recognized by the College in several ways. At the Honors Convocation held each fall, the Class Honor Roll is read, and Stukes Scholars — three students who rank first academically in the rising sophomore, junior, and senior classes — are announced.

The Dana Scholarship Program was begun in 1970 with a grant from the Charles A. Dana Foundation. Academic promise, leadership potential, and financial need are criteria for this honor.

The Alpha Delta chapter of Eta Sigma Phi, a national honorary fraternity of Greek and Latin students, was organized at Agnes Scott in 1928. The society encourages classical scholarship and appreciation of ancient learning both in the Agnes Scott student body and in the local high school. The basis of election to membership is scholarship.

Extracurricular Activities

Agnes Scott offers a broad range of activities for student participation. A number of special interest clubs (creative writing, dance, drama, foreign language, music, politics, and sports) are open to students. Through the faculty-student Lecture Committee, the College brings to the campus both lecturers and visiting scholars in various fields and distinguished personalities from the performing arts. Language clubs — Spanish, French, and German — offer opportunities to converse in the language and increase knowledge of the country and culture studied. Student publications are the *Profile*, the campus newspaper; the *Silhouette*, the student yearbook; and the *Aurora*, a quarterly literary magazine.

Arts Council serves as a coordinating body for stimulating creative expression and participation in the arts. Exhibitions of paintings and other objects of art are held continuously in the Dalton Galleries. The Studio Dance Theatre studies contemporary dance and gives an annual formal concert in the spring. The Glee Club, composed of fifty members, presents several concerts throughout the year. Three major productions are given each year by Blackfriars, the college drama group.

The Athletic Association encourages constructive leisure pursuits by offering a variety of athletic activities in individual and team sports. The Dolphin Club, formed in 1935, develops the art of synchronized swimming. Intercollegiate participation is sponsored in field hockey and tennis.

Other groups which meet special needs of the students are Orientation

Council, concerned with activities of new students during the first weeks of school; Social Council; Commuting Student Council, which aids these students in participating fully in campus activities; Students for Black Awareness; Chimo, the club for foreign students; the Spirit Committee; and Working for Awareness.

Religious Life

Christian Association is an active student organization which provides an opportunity for students to participate in various areas of religious life, including chapel programs.

Students are encouraged to affiliate with the church of their choice in the Decatur or Atlanta area. Transportation is usually arranged by churches that are not easily accessible.

Each year a distinguished leader is brought to the campus for a week of religious emphasis.

Career Planning

The Career Planning Office offers undergraduates and alumnae a comprehensive program whose primary goals are an expanded awareness of career and lifestyle options, the ability to make informed career decisions, and the development of successful job-search strategies.

To help students attain these goals, the Office provides individual counseling, conferences, and workshops on career fields and decision-making as well as job-search workshops on such topics as skills assessment, resume writing, and interviewing techniques.

Each student who seeks counseling has access to self-assessment aids and vocational testing. An alumnae advisory network provides access to advisors and role models. A number of prospective employers and graduate schools send recruiters to the campus each year. Permanent, summer, and part-time job referrals are provided upon request.

A Career Resource Room contains books and pamphlets about traditional and non-traditional career lifestyles, the status of women in the work world, and occupational outlook and opportunities with specific employers. Graduate and professional school catalogs and directories are available.

Beginning in her freshman year, each student is encouraged to complement her academic work and extracurricular activities with the use of all resources and to participate in career-related activities both on and off the campus. Counseling, information, and job placement services are available to alumnae as well as to current students.

Policies

Nondiscrimination

Agnes Scott College does not discriminate on the basis of race, color, creed, national or ethnic origin, or handicap in the recruitment and admission of students or the recruitment and employment of faculty and staff. This nondiscriminatory policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the College; and to the administration of educational policies, scholarship and loan programs, student employment, and other college-administered programs.

Confidentiality of Student Records

The Family Rights and Privacy Act of 1974 (commonly called the Buckley Amendment) is designed to protect the privacy of education records, to establish the rights of students to inspect and review their records, and to provide a means of correcting inaccurate and misleading data where they can be shown to exist. Agnes Scott College makes every effort to comply fully with the terms of this legislation.

Certain information is considered public and is released by the college at its discretion. Unless a student files written notification to withhold disclosure, the college will release announcements of graduation, honors, and awards and will verify dates of attendance and conferring of degrees. Names, addresses, and other directory information will be released for use within the college community and in the college directory.

Transcripts of academic records and statements of academic status are released to third parties only with the written authorization of the student. The parents of a dependent student have the right of access to the education record.

A student or her parent has the right to challenge any content of the student's education record which is considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such a challenge may be directed to the Registrar of the College and, finally, to the United States Department of Health, Education and Welfare.

Suspension, Dismissal, and Withdrawal

A student may be suspended or dismissed from the College if she fails to meet the academic standards prescribed by the Faculty. Each student upon entrance agrees to undertake to live by the Honor System and to uphold the

standards and regulations of the College outlined in the Student Handbook. A student who fails to do so may be suspended or dismissed. In either case, final action is taken by the Administrative Committee acting upon the recommendation of the appropriate student or faculty body.

A student whose continuance in college may involve danger to her own health or to that of others may be asked by the Administration to withdraw.

A student who withdraws during the session for reasons other than suspension or dismissal must obtain a withdrawal card from the Dean of Students or the Dean of the College. The student is not officially withdrawn until the card is on file in the Registrar's office.

The Campus

Agnes Scott's campus consists of more than 100 acres and 20 buildings seven miles east of the heart of Atlanta. Its buildings range in architectural diversity from the Victorian spaciousness of Agnes Scott Hall built in 1891 to the modern Gothic Dana Fine Arts building designed by John Portman in 1965.

Buttrick Hall, named in honor of a former president of the General Education Board of New York, is a classroom-administration building. It was extensively renovated during the 1978-79 session. The building contains administrative and faculty offices, classrooms, a language laboratory, audio-visual areas, and seminar rooms.

The McCain Library, erected in 1936 and named in honor of the late President Emeritus James Ross McCain, was completely renovated in 1975-77. In addition to a variety of reading and study rooms, there are seven floors of open stacks. The handsome new Board Room is used for meetings and is located on the second floor with the Archives and the Special Collections rooms. Library holdings include over 150,000 volumes as well as 13,500 items of audio-visual material — recordings, microforms, movies, and tapes. Some 800 periodicals are currently received. A union catalog at Emory University supplements the bibliographical resources of the library. This catalog represents more than 8,800,000 volumes in the Atlanta-Athens area which may be secured for student and faculty use on inter-library loan.

Presser Hall, completed in 1940, bears the name of Theodore Presser, Philadelphia music publisher. The building contains Gaines Chapel, Maclean Auditorium, and facilities for the teaching of music, including soundproof studios and practice rooms.

The John Bulow Campbell Science Hall, completed in 1951, is named in honor of a former trustee of the College. The building contains laboratories, lecture rooms, a large assembly room, libraries, a museum, and departmental offices.

The Charles A. Dana Fine Arts Building is named for the late Mr. Dana, nationally known philanthropist. The building houses the departments of art and theatre. A new printmaking laboratory, an outdoor sculpture court and stage, the Dalton galleries, free-standing balcony studios, and a three-quarter round theatre with a thrust-stage are special features of the building.

The Dalton galleries contain five permanent collections: the Harry L. Dalton Collection, the Clifford M. Clarke Collection, the Steffen Thomas Collection, the Susan Walker Robinson Memorial Collection of contemporary ceramics, and the newly-acquired Ferdinand Warren Collection.

The Bradley Observatory, given by the W. C. and Sarah H. Bradley Foundation, was erected in 1949. The building houses the 30-inch Beck Telescope, a planetarium, lecture room, photographic dark room, laboratory, and optical shop.

Bucher Scott Gymnasium is the center of athletic activities. Basketball and badminton courts, swimming pool, and physical education staff offices are located here. Adjacent to the gymnasium are a playing field, five all-weather Laykold tennis courts, and an amphitheatre.

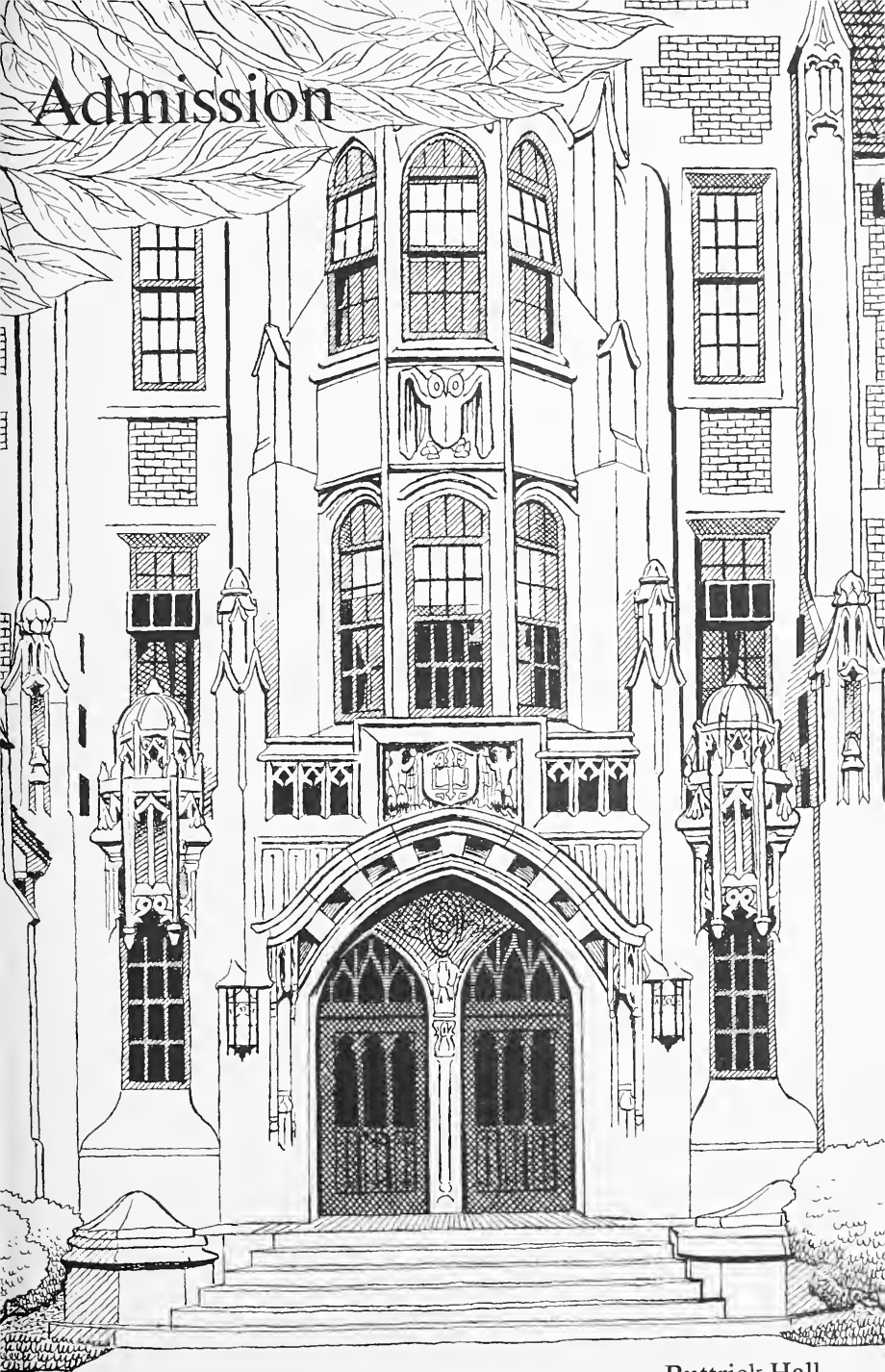
The Frances Winship Walters Infirmary, completed in 1949, houses the Health Center and is named in honor of the donor, an alumna and trustee.

The Letitia Pate Evans Dining Hall is named in honor of its principal donor. The building, completed in 1950, has a large main hall and two additional dining areas. The College bookstore and post office are located on the ground floor.

The dormitories, which are all located on the campus, are **Agnes Scott Hall, Rebekah Scott Hall, Inman, Hopkins, Walters, and Winship.**

Other buildings on the campus include the President's home, the **Murphey Candler Student Activities Building**, and the **Anna Young Alumnae House.** Apartments for married students are located in a residential area adjacent to the main campus.

Admission



Buttrick Hall

Admission

Agnes Scott College admits students of varied backgrounds and interests whose academic and personal qualities give promise of success. Qualified students of any race, color, creed, national or ethnic origin are encouraged to apply for admission. The College admits qualified handicapped students and makes every effort to meet the needs of such students. This school is authorized under Federal law to enroll nonimmigrant alien students.

All inquiries pertaining to admissions should be addressed to the Director of Admissions, Agnes Scott College, Decatur, Georgia 30030. Telephone inquiries are welcome and may be charged to the Admissions Office by calling collect: 404-373-2571.

Application for Admission

Agnes Scott uses the Common Application which is a form shared by a national group of private, selective colleges. The form may be completed once by the applicant, duplicated, and mailed to any of the user colleges with the appropriate application fee. Agnes Scott College's non-refundable application fee is \$15. Many high school guidance offices have a store of the Common Application Forms which students may request.

Application forms are mailed to students on the mailing list in August. Any student may secure an application form by calling or by writing to the Admissions Office.

The College subscribes to a Rolling Admissions Plan which permits notification of the decision of the Admissions Committee anytime after November 1, 1979. Notification occurs after all credentials in the applicant's file are received and a decision is reached by the Committee.

The Admissions Committee is comprised of three teaching faculty members selected by the faculty, the Dean of the College, and the Director of Admissions. Members of the Committee make admissions decisions based on evidence of applicants' sound academic training, ability, motivation, maturity, and integrity as shown in school records, entrance test results, and recommendations.

Agnes Scott abides by the Candidate's Reply Date of the College Entrance Examination Board, May 1. The College does not require any applicant to give notice of her decision on the Committee's offer of admission or financial aid prior to May 1, 1980.

Freshmen — High school seniors in 1979-80 should apply for admission anytime after September 1, 1979. Credentials needed to complete the freshman applicant's file include the completed application form, the high school transcript, the SAT and/or ACT, and the guidance counselor's recommendation. In some cases admissions decisions may be made without achievement test scores, but the achievement test results must be received by spring of the applicant's senior year.

Transfers — Transfer students are admitted to the freshman, sophomore, and junior classes. Transfer students must complete the work of the junior and senior years at Agnes Scott and must earn a minimum of ninety quarter hours in this college in order to graduate. Credentials needed to complete the transfer applicant's file include the completed application form, transcripts of high school and college records, a statement of good standing, a copy of her college catalog, SAT and/or ACT results, and one letter of recommendation from a college professor who taught the applicant an academic subject.

Readmits — Students who have withdrawn from Agnes Scott and wish to return must submit a current application form. Transcripts of any college work taken since leaving Agnes Scott must be sent to the College with one recommendation from a professor who taught the student an academic subject. Files are reviewed by the Admissions Committee which makes the decision as in the normal application procedures.

Foreign Students

Foreign student applicants must present evidence of competence in the use of the English language. The application procedure is that used for other students.

In addition to the CEEB and/or ACT test series required of all applicants, foreign applicants whose native language is not English should take the Test of English as a Foreign Language (TOEFL) or the American Language Institute Test (ALIGU).

TOEFL — Information may be obtained from the local U.S. Office of Information or by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, New Jersey 08540. Registration arrangements should be made at least five weeks in advance of the testing date.

ALIGU — Arrangements to take the test may be made through the local U.S. Consulate.

Foreign students who do not wish to apply for financial aid adhere to the Rolling Admissions procedures.

Students who wish to be considered for the limited amount of financial aid available to foreign students must submit all admissions and financial aid documents for receipt by the College on February 1. The Committee on Admissions will make its decisions on financial aid applicants no later than

Admission

March 1, 1980. The Committee on Financial Aid will announce the recipients of the aid awards no later than April 1, 1980. Recipients of aid must notify the College of their decisions on enrollment and aid acceptance by May 1, 1980. Further information on financial aid for foreign students may be found on page 29.

Joint Enrollment Plan

The Joint Enrollment Plan recognizes the readiness of selected high school seniors to begin college work before graduation from high school and assures simultaneous receipt of a high school diploma and of college credit. Under this program, a high school senior, male or female, may take some courses at the high school and some at Agnes Scott. These students are unclassified and are approved for admission to specific courses by the Dean of the College. The candidates must submit a high school transcript, a record of standardized entrance examination scores, and a letter from the high school counselor stating school approval for specific courses as well as the school's general recommendation.

Early Admission Plan

Students judged to be ready for college in terms of academic preparation and overall maturity after the 11th grade may be admitted without the completion of the 12th grade and without a high school diploma under the Early Admission Plan. Such students must have the strong recommendation of their schools for admission on this basis. Early Admission students are classified as freshmen and use the normal application procedure. Some high schools may grant a high school diploma after completion of freshmen courses at Agnes Scott College. A student considering the Early Admission Plan should consult with her high school about its policy.

Entrance Examinations

Applicants for admission present either the College Entrance Examination Board (CEEB) series (Scholastic Aptitude Test and 3 achievement tests) or the American College Testing Service (ACT) battery. The SAT and the ACT should be taken in the spring of the junior year or by December of the senior year. Applicants presenting the ACT need not take the achievement tests.

1. College Entrance Examination Board (CEEB)—The Admissions Committee uses the best set of SAT scores presented by an applicant for admissions purposes.

Achievement tests should be taken by spring of the senior year and must include English composition and two other subjects chosen from two different fields. A student who wishes to be tested in a subject that will not be continued beyond the eleventh grade should take the test in the late spring of the junior year. Achievement tests are used for admissions purposes in cases where the Admissions Committee needs additional test scores and for placement in advanced level courses.

Information about the CEEB series may be found in the guidance offices of most high schools. Students living in Eastern states may write directly for information to the CEEB, Box 592, Princeton, New Jersey 08540; and students in the West may write Box 1025, Berkeley, California 94701. Registration is approximately five weeks before the test date. Test dates for the SAT and achievement tests in 1979-80 are:

November 3, 1979	March 22, 1980 (SAT only)
December 1, 1979	May 3, 1980
January 26, 1980	June 7, 1980
October 13, 1979: California, Florida New York, Texas only (SAT only)	

2. American College Testing Program (ACT) — Information about the ACT can be obtained from most high school guidance offices or from the Test Administration Department, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240. Registration deadline is approximately one month prior to the test date. Test dates for the ACT in 1979-80 are:

October 20, 1979	April 12, 1980
December 8, 1979	June 14, 1980
February 16, 1980	

High School Course Selection

The Admissions Committee recommends a strong high school curriculum including a minimum of four academic subjects each year. Recommended courses include: 4 years of English, 3 years of math (algebra 1, algebra 2, geometry), 2 years of one foreign language, 1 or more years of lab science (biology, chemistry), 1 or more years of social studies. Skill in English composition, competence in a foreign language, and some understanding of scientific principles and methods are especially important in preparation for a liberal arts education.

Some flexibility is permitted in choice of subjects. Students may be accepted for admission without the recommended number of courses in a particular field.

Advanced Placement, Exemption, Advanced Credit

Entering students may, with the approval of the Dean of the College and the departments concerned, be exempted from certain course requirements, be placed in advanced sections of freshmen courses, or be placed in courses above the freshmen level as the result of:

1. College Entrance Examination Board Advanced Placement Examination scores,
2. College Entrance Examination Board Achievement Test scores,
3. Exemption Examinations given by the College in September,
4. College Entrance Examination Board College-level Examination Program (CLEP) Subject Examinations.

Further information may be found on page 34.

Interviews and Overnight Visits

On-campus interviews are recommended for all high school juniors and seniors and transfer students interested in the College. Appointments for interviews should be made by calling or writing the Admissions Office at least a week in advance. Interviews may be scheduled throughout the year on Monday through Friday from 9 a.m. to 4 p.m. Saturday interviews are scheduled during the college year from 9 a.m. to 12 noon. The Admissions Office is open on Saturday during June, July, and August by appointment only. Campus tours are available following interviews and students are welcome to attend classes of their choice during the week.

Overnight visits during the school year are encouraged for high school juniors and seniors and transfer students who are seriously interested in Agnes Scott College. Students are invited to stay on campus for any night, Monday-Thursday, while the College is in session. Visitors are guests of the College and stay overnight in a dormitory, take meals in the dining hall, and attend classes of their choice. Interviews are conducted during the student's stay on campus. Overnight visits are scheduled by writing or calling the Admissions Office.

Medical Report

All applicants who accept the College's offer of admission submit a complete medical history, including a certificate of examination by their physicians, as well as results of immunizations and chest X-ray. Medical Report Forms are mailed to accepted applicants and must be filed with the Office of the Dean of Students by August 1. A student may not register for classes until the form is received.

Transient Students

Regularly enrolled students in good standing at other colleges may enroll as transient students at Agnes Scott for one or more quarters to take one or more courses. A request for admission on this basis should be filed in writing with the Dean of the College and supported by the following items sent at the student's initiative: a transcript of record—including a statement of good standing; a letter from the appropriate dean indicating approval of the visiting student's plan and of specific courses to be taken for transfer back to the parent institution.

Return to College

The Return to College Program is designed for women whose educations have been interrupted and who want to work toward the Agnes Scott degree or who want to earn up to 36 quarter hours of credit as non-degree, unclassified students.

Application forms for the Return to College Program may be secured by calling or writing the Admissions Office.

Financial Aid is available to full and part-time Return to College students. Further information can be found on page 29.

Applications for admission are accepted for the fall, winter, and spring quarters. Application forms must be submitted at least a month in advance of the opening of a quarter and should be accompanied by the \$15 non-refundable application fee. Notification of admissions and financial aid decisions occurs as soon as possible after receipt of supporting credentials.

Credentials needed to complete the Return to College applicant's file are the application form, a transcript of record from each school or college previously attended, and two recommendations from people who know the applicant well. All Return to College applicants are required to have an interview at the College after the application form is submitted and before the Return to College Committee takes action on the folder.

Information on the academic program for Return to College students can be found on page 41.

Alumnae Admissions Representatives

Local alumnae representatives are available in a number of cities to talk with prospective students. Their names and addresses can be obtained by calling the Admissions Office collect: 404-373-2571.

Financial Information



Main Tower

Fees and Expenses — 1979-1980

Student fees at Agnes Scott College meet less than half of the annual operating costs of the College. The difference between student payments and college operating expenses comes from general endowment income and gifts and grants to the College. Fees for full-time students for the 1979-80 academic year are:

Tuition	\$3,500
Room, board, and infirmary fee	1,500
Student activity fee	50
	<hr/> \$5,050

Schedule of Payments

Fees for new students:

	Resident Students	Non-resident Students
At time of application (non-refundable)	\$ 15	\$ 15
By May 1 (non-refundable)	235	235
By September 1	1,600	1,100
By December 1	1,600	1,100
By March 1	1,600	1,100
	<hr/> \$5,050	<hr/> \$3,550

The \$15 non-refundable application fee charged all new students is credited to the account of those who enroll. New students make a non-refundable, enrollment-retaining payment of \$235, also credited to their account, on or before the Candidates Reply Date of May 1.

Fees for returning students:

	Resident Students	Non-resident Students
By April 1 (non-refundable)	\$ 100	\$ —
By July 10 (non-refundable)	300	300
By September 1	1,550	1,100
By December 1	1,550	1,100
By March 1	1,550	1,050
	<hr/> \$5,050	<hr/> \$3,550

Students already in residence pay a \$100 room-retaining deposit by April 1. This non-refundable deposit entitles the student to select a residence hall room for the next year. All returning students, both resident and commuting, make a non-refundable enrollment-retaining deposit of \$300 by July 10.

Students receiving financial assistance from the College are expected to pay the full amounts of the room-retaining fee by April 1 and the enrollment-retaining fee by July 10. Grants and loans are then applied equally against the three quarterly payments. Any refunds that result from over-payment are made upon request at the beginning of each quarter.

Special Rates

Quarterly Rates A student who is accelerating or who wishes to attend for fewer than three academic quarters of the session will be charged at the rate of \$1,800 for a resident student and \$1,275 for a commuting student. The \$50 student activity fee is not included in these charges and is due at the beginning of the first quarter of enrollment. The advance deposits are due at the scheduled time and are then credited against the total amount charged for the quarter.

Quarter Hour Rates Unclassified and Return to College students who take less than a full academic load (12 hours) in a quarter pay tuition at the rate of \$100 per quarter hour. These students are not charged a student activities fee.

Special Fees

Senior Fee A senior fee of \$25 to cover rental of cap, gown, and hood and the purchase of the diploma is required of all students who expect to graduate in June. This payment is due September 1.

Music Fees The fee for private lessons in applied music (including practice) is \$300. This fee applies to all students except senior music majors, and it covers two thirty-minute lessons per week for the academic year. Payments of the music fee may be made in full in September or at the beginning of each quarter. The charge for one thirty-minute lesson weekly is half the regular fee.

In 1979-80 group instruction in harpsichord and voice will be offered for a fee of \$25 per quarter.

Terms

A student may not attend classes or take examinations until accounts have been satisfactorily adjusted with the Accounting Office. All financial obligations to the College must be met before a student can be awarded a diploma or before a transcript of record can be issued to another institution.

The College does not make refunds for tuition or room fees if a student leaves the College before the end of the academic year. A per diem board refund will be made if a boarding student withdraws during the first five weeks of a quarter. Per diem refunds are calculated from the date that the official withdrawal card is received by the Registrar.

The College does not provide room and board for resident students during the Thanksgiving, Christmas, or spring vacation. The dining hall and residence halls are closed during these periods.

The College exercises every precaution to protect property of students but cannot be responsible for any losses that may occur. Students responsible for any damages involving repairs, loss, or replacement of college property are subject to special charges.

It is understood that upon the entrance of a student her parents or guardian accepts as final and binding the terms and regulations outlined in the catalog and on the application for admission or re-registration.

Deferred Payments

Many families elect to meet college expenses from current income through a tuition payment plan. The College endorses a low cost, deferred payment program which includes insurance protection. Information may be obtained from Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108. Deferred payments are not authorized for the advance fees due in the spring.

Health Insurance

There is no charge for routine treatment in the student Health Center. To help meet possible medical expenses not provided by the college health services, a twelve-month Student Accident and Sickness Insurance Plan is recommended. Information concerning this plan is sent to parents prior to the opening of the session. This coverage is required of foreign students.

Financial Aid

Agnes Scott makes every effort to provide financial assistance for students whose resources are insufficient to meet expenses at this college. In 1978, approximately 45% of the student body received aid from the College in amounts ranging from \$250 to full room, board, and tuition.

An Agnes Scott financial aid award is usually a combination of scholarship grant, low-interest Agnes Scott loan, and the opportunity for on-campus employment. Students may choose not to accept the loan or the employment portions of their package. Scholarships and loans are applied toward students' accounts. The loans bear no interest while students are in attendance and are repayable within five years after withdrawal or graduation. Loan payments may be deferred during full-time attendance at a graduate or professional school. On-campus employment is for approximately five hours a week for freshmen and sophomores and eight hours a week for juniors and seniors. Students are paid by payroll check on a bi-weekly basis.

Financial aid awards are made for one year, but are renewable on evidence of continued financial need. The amounts of subsequent awards are based on current financial statements filed each year. Students are expected to be members in good standing of the College community.

Financial aid information is confidential and is not a factor in admissions decisions.

Agnes Scott Awards

Application Procedure Freshman applicants seeking financial assistance file a Financial Aid Form (FAF) with the College Scholarship Service (CSS), P.O. Box 2700, Princeton, New Jersey 08540. The College will also accept the Family Financial Statement (FFS) which is to be submitted to the American College Testing Program (ACT), P.O. Box 1000, Iowa City, Iowa 52240, but it prefers the FAF. These forms may be obtained from the high school guidance office and should be filed by February 15 for priority consideration. Prospective students should also indicate their interest in financial assistance on the Agnes Scott application for admission.

Presently enrolled students seeking aid for the next session should obtain a copy of the FAF from the Financial Aid Office. Instructions for applying are posted on the official bulletin board during the fall quarter. Transfer applicants may obtain a copy of the FAF from the Agnes Scott admissions office. They should also arrange to have a financial aid transcript sent to the Agnes Scott Director of Financial Aid from all institutions they have previously attended.

Determination of Awards The amount of financial aid granted to a student is based on need, which is defined as the difference between the cost of attending Agnes Scott and the family's financial resources. The Agnes Scott Financial Aid Committee determines from the CSS Financial Aid Form or the ACT Family Financial Statement the family resources which should be available to the student for college expenses. Among the factors used in the analysis are the following: family and student income and assets (including the student's summer earnings), taxes, medical expenses, extraordinary debts and expenses, current living expenses and retirement allowances, number of dependents, and number of children in college. Copies of the federal income tax return for the year prior to entrance are required for verification. These should be submitted to the Financial Aid Office by June 1. Students are also expected to inform the Financial Aid Office of any significant changes in the financial situation of their family which might necessitate an increase or decrease in aid.

Confidentiality of Awards Since the amount of an award reflects a family's financial circumstances, the award will be considered a private matter between the student and her parents and the Financial Aid Committee. In accordance with the legislation titled "The Family Educational Rights and Privacy Act of 1974," Agnes Scott College will not release this information to others (except specific scholarship donors) without the student's written consent.

Notification of Awards New students are notified shortly after receiving notice of acceptance, provided their aid applications are complete. Returning students are usually notified by April 1.

Special Scholarships Agnes Scott offers several four-year scholarships annually through the National Merit Scholarship Corporation. Recipients are selected from finalists who have designated Agnes Scott as their college choice, and the minimum award is \$500 per year. As participants in the Charles A. Dana Scholarship Program, the College will award scholarships totaling \$40,000 to rising sophomores, juniors, and seniors for the 1979-80 session. Factors in the selection of the Merit and Dana Scholars are leadership potential and academic promise and achievement. Financial need is the basis for determining the amount of each scholarship.

The Nannette Hopkins Scholarships in Music are awarded annually on the basis of musical talent and promise. These renewable scholarships range from \$300 to \$1,000 and additional financial aid may be awarded if needed. Applications are obtained from the Admissions Office. Applicants are expected to audition in person or on tape for the music department before April 1.

The Marie L. Rose Scholarship of \$1,000 is awarded annually by the Huguenot Society of America to a rising sophomore, junior, or senior who presents proof of eligibility as a Huguenot descendant. Applications for this award must be submitted to the Agnes Scott Financial Aid Committee by June 1 of each year. The Committee makes its recommendations to the Society on the basis of academic performance and personal qualifications.

Return to College students, both part-time and full-time, may apply for financial assistance from the College. They must complete an FAF which they can obtain from the Financial Aid Office and should submit well in advance of the quarter in which they intend to matriculate. Financial Aid decisions on Return to College students are made by the Return to College Committee where special consideration is given each case. Awards are typically in the form of tuition discounts, but in special hardship cases of full-time degree candidates, loans and employment on campus may also be offered. Return to College students are encouraged to apply for federal and state aid for which they may be eligible.

Foreign Students A limited amount of financial aid based on need is available for foreign students. Interested foreign students may obtain both the *CSS Declaration and Certification of Finances* and the *Financial Aid Application for Students in Foreign Countries* from the Agnes Scott Admissions Office. Foreign students must be able to provide at the least their own transportation, vacation and summer expenses, and health insurance. February 1 is the deadline for receipt of all admissions and financial aid documents from foreign students interested in aid. An admissions decision will be made by March 1, and a financial aid decision by April 1 so that foreign students may notify the College of their decisions by May 1.

Other Sources of Funds

Students interested in financial assistance at Agnes Scott are required to apply for all federal and state grants which may be available to them. They are also encouraged to investigate the possibility of aid through community agencies, local foundations, corporations, unions, and religious and civic groups. They should consult their high school counselors and local libraries or the Agnes Scott Director of Financial Aid for further information.

Federal Programs The Basic Educational Opportunity Grant Program (BEOG) is a federal student aid program which provides grants that range from \$50 to \$1,800 to those with substantial financial need. In order to be considered for this grant, students must check the appropriate box on the FAF or the FFS. No other application is necessary.

The Guaranteed Student Loan Program (GSLP) enables students to borrow directly from banks, credit unions, savings and loan associations, and other participating lenders. These loans are usually at 7 percent interest and are guaranteed by a state or private nonprofit agency or insured by the federal government. Students should inquire about these loans at their local lenders or through the United Student Aid Funds, Inc., 200 East 42nd Street, New York, N.Y. 10017.

State Grants Georgia residents who are classified as degree candidates, who were legal residents of Georgia for the twelve months immediately preceding enrollment, and who are taking at least twelve hours are eligible for tuition grants through the Georgia Grant Program for Private Colleges. These grants are not based on financial need. For the 1978-79 session, they were \$600 per student.

Georgia residents who are full-time students, and who demonstrate substantial financial need, are eligible for Georgia Incentive Scholarships, which range from \$150 to \$450 per year.

In order to receive either Georgia grant, students must be in good academic standing each quarter. There is a common application form for the Georgia programs which must be filed yearly and is available in the Financial Aid Office. Students applying for the Georgia Incentive Scholarship must file by May 15 in the Financial Aid Office. Those who wish only to apply for the Georgia Tuition Grant must file by the tenth day of the first quarter of the term for which they register.

Other states including Connecticut, Delaware, Massachusetts, Pennsylvania, Rhode Island, and Vermont have grant programs which may be used in out-of-state colleges. Inquiries about these programs should be made to the Office of Education of the state in which the student resides.

The Academic Program



Presser Hall

The Curriculum

Agnes Scott College confers the degree of Bachelor of Arts. The academic program is planned to allow the student the maximum possible freedom within the scope of a liberal arts education. The curriculum is designed to help her gain a basic acquaintance with the major areas of knowledge and competence in one or two disciplines in these areas. She achieves these objectives through a plan of distribution of studies, concentration in one or two disciplines, and elective work to meet her special interests.

The College operates on a three quarter academic calendar and the unit of credit is the quarter hour. A course scheduled for three fifty-minute class periods a week for one quarter carries credit of three quarter hours, and a course scheduled for three class periods a week for the academic year carries credit of nine quarter hours. A three-hour laboratory is equivalent to one class period. Some courses carry four or five quarter hours of credit, indicating four or five class periods or the equivalent each week.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

Hours and Quality

The minimum number of credit hours required for the B.A. degree is one hundred and eighty, usually earned in four years (twelve quarters). Minimum qualitative requirements for the degree are a cumulative 1.00 quality point ratio (C average) on courses taken at Agnes Scott, and a grade C or above on every course accepted for transfer credit.

Residence

The junior and senior years, or three of the four years, including the senior year, are to be completed at Agnes Scott. Under special circumstances, a student who has completed three years at Agnes Scott, or two years including one at the upper-division level, may take the senior year at another institution. A request for this exception to the residence requirement must be filed with the Dean of the College by the beginning of the spring quarter of the pre-

ceding session. Permission may then be granted by the Committee on Academic Standards on recommendation of the chairman of the major department and the Dean of the College.

Classified students in the Return to College program comply with degree requirements according to the following maximum time limits: (a) four years, if initially classified as a junior; (b) six years, if initially classified as a sophomore; and (c) eight years, if initially classified as a freshman. For students in this program, the junior and senior years are equivalent to the final ninety quarter hours of credit for the degree.

Distribution of Studies

For success in any field of education a student should be able to read attentively and critically, to write clearly and analytically, and to use research skills. Therefore, a specific requirement for all freshmen is a course in English composition and reading.

A student, unless exempted, will complete a course in biblical literature in order to have some understanding of the Judaeo-Christian dimension of Western civilization.

A student, unless exempted, will complete the intermediate level of an ancient or a modern foreign language in order to gain some knowledge of another civilization through its own language and literature.

A student will take six quarters of physical education during the first two years of residence in order to have a regular program of physical activity.

A student, in order to ensure breadth of intellectual experience, will choose one or more courses from each of the following groups:

1. Literature in the language of its composition — literature in English or ancient or modern foreign language at the 200 level or higher. A minimum of 9 quarter hours in one discipline.
2. History, classical civilization and history, philosophy. A minimum of 9 quarter hours in one discipline.
3. Astronomy, biology, chemistry, mathematics, physics. A minimum of 14 quarter hours with at least two quarters of work in each of two disciplines, one of which must be a laboratory science.
4. Economics, political science, psychology, sociology, anthropology. A minimum of 9 quarter hours in one discipline.
5. Art, creative writing, music, theatre. A minimum of 5 quarter hours in one discipline.

The Major

In the spring quarter of the sophomore year each student usually elects a major or majors consisting of an approved program of courses taken in one discipline or in each of two disciplines. This choice may be made as early as the spring quarter of the freshman year.

The major consists of a minimum of forty-five quarter hours, exclusive of internships; and a maximum of seventy-two quarter hours, inclusive of internships, in one discipline. Any hours in excess of seventy-two must represent work beyond the one hundred eighty hours required for the degree, unless permission for additional hours has been given for a specific interdepartmental major.

The major program must be approved by the department chairman.

Major work is offered in the following disciplines: Art, Bible and Religion, Biology, Chemistry, Classics, Economics, English, French, German, Greek, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, and Theatre.

Interdepartmental majors are offered in Art History-English Literature, History-English Literature, Fine Arts, and Mathematics-Physics. Intradepartmental majors are offered in English and Creative Writing and in Physics-Astronomy.

It is possible to design a major which cuts across departmental lines. A student who is interested in creating her own major should consult the Dean of the College who will assign her an adviser. The student and her adviser may design a major program in keeping with the student's interests. Such a program must be presented to the Curriculum Committee for approval, usually during the spring quarter of the student's sophomore year.

EXEMPTION, PLACEMENT, AND CREDIT BY EXAMINATION

Some students, because of superior high school preparation and special opportunities, may have had the equivalent of college-level work before beginning the freshman year. An effort is made to see that no student finds college work a repetition of previous experience. The following instruments are recognized as appropriate testing devices: Advanced Placement Examination of the College Entrance Examination Board, Achievement Test of the College Entrance Examination Board, exemption examinations prepared by certain departments at the College, and CLEP Subject Examinations. On the basis of scores on these tests, a student may be awarded college credit, placed in an advanced level course, or given exemption from a course or distribution requirement.

A student who wishes to receive credit for college-level courses taken in high school must take the College Board Advanced Placement Examination in May of her senior year in high school. College credit will be awarded for a grade of 4 or 5 on the following examinations: American History, Biology, Chemistry, English, European History, French, German, Mathematics (Calculus AB and Calculus BC), Physics C, Spanish. College credit may be recommended by the appropriate department for those students who have made a grade of 4 or 5 on the following examinations: Art, Latin, Music, Physics B. The awarding of credit in these areas is dependent upon action of the faculty. No credit is awarded for a grade of 3 on Advanced Placement Examinations except that credit may be recommended for Calculus BC with a grade of 3. Nine quarter hours of credit will be awarded except in the case of a laboratory science where the credit will be 12 quarter hours.

Credit may be awarded on the basis of exceptionally high scores on the Subject Examinations of the College-Level Examination Program (CLEP).

Certain students, upon the recommendation of the department concerned, may be placed in advanced-level courses. Scores on the Achievement Tests of the College Board and on tests administered at the College are used in conjunction with other test scores.

A student may, with the approval of the department concerned, be exempted from certain distribution requirements for the degree. Exceptionally high scores on the Achievement Tests of the College Entrance Examination Board or on exemption tests prepared by the College form the basis for the exemption. Every freshman, during the summer prior to her entrance in college, is given the opportunity to request exemption examinations to be administered after her arrival at the College. Achievement Test scores submitted as part of admissions credentials may also be used.

OTHER CURRICULAR OPPORTUNITIES

Independent Study

Students with proven ability in a major field may have the opportunity to explore for themselves some area of intellectual or artistic interest in the major and to produce independently a piece of work connected with it. Students may begin a program of Independent Study as early as the spring quarter of the junior year. A student who wishes to participate in the program makes application to her major department. Admission to the program is granted by the Committee on Independent Study, upon the recommendation of the academic department.

Independent Study carries the course number 490 and may be taken for

The Academic Program

three, four, or five hours per quarter with a minimum total of six hours and a maximum of ten. A minimum of six quarter hours of Independent Study is required for graduation with high honor.

Special Study

Special Study, offered by most academic departments, is designed for senior majors who wish to pursue work in some area not included in the department's existing course offerings. Though it is intended primarily for senior majors within the department, a few non-majors who present sufficient evidence of preparation in the discipline may be admitted. Special Study, numbered 410, may be taken for three or five hours of credit. Applications for admission to the program are submitted to the Curriculum Committee. Ordinarily a student may take no more than six hours of 410 in a single discipline and no more than ten hours of 410 during her college program. In unusual circumstances, a junior may be admitted to the program.

Freshman and Sophomore Seminars

Certain academic departments offer special seminars for freshmen and sophomores. These seminars are designated as 190 and carry one hour of academic credit each quarter. The courses are limited in enrollment. Topics vary from year to year and are announced each fall at registration. Credit earned in 190 courses may not be applied toward satisfying distribution requirements for the degree.

Agnes Scott Summer Programs

Agnes Scott offers several summer study programs, both abroad and in the United States. These programs are usually on a rotating basis. Detailed course descriptions of each program are to be found in the section on Courses of Instruction. Dates, costs, and other details of the programs are supplied during the academic year prior to the program. These courses are on the same credit and quality-point system as those taught in the regular college session and are not included in the thirty-hour limitation for summer school work elsewhere.

There are two summer study programs in biology. Desert Biology (1981) is taught in the western United States. Marine Biology (to be announced) is taught in coastal Georgia and Florida and the Bahamas.

A number of programs exist outside the United States. They are as follows: Summer Study in Rome in classics and art history (1979); Summer Study in Germany for students of German (1980); Summer Study in England and Scotland in British history (1980); Summer Study in Mexico: Anthropology (to be announced).

Junior Year Abroad

A qualified student may substitute for the work of the junior year at Agnes Scott a year of study abroad in an approved program. To be eligible for the junior year abroad a student must have high standing in the work of the first two years at Agnes Scott and must be recommended by her major department and the language department concerned. A number of programs abroad offered by American colleges and universities place special emphasis on the study of the language and culture of another country. Other students, especially in the areas of English and history, have the opportunity to spend the junior year in a British university.

Students interested in applying for junior year abroad programs should consult their major departments early in the sophomore year. Written requests to take the junior year abroad must be filed with the Dean of the College before February 1 of the sophomore year and must be approved by the Committee on Academic Standards. Credit for junior year abroad programs is awarded on the basis of a transcript from an American college or university. In the case of a student pursuing an independent program at a British university, credit is awarded by the Curriculum Committee upon the recommendation of the departments concerned.

The Washington Semester

Agnes Scott participates in American University's Washington Semester Program. Juniors and seniors admitted to the program spend the fall quarter at American University in Washington. Students of political science have the opportunity to study and observe the federal government in operation. Policy making as it relates to international and domestic economic policy will be studied by majors in economics. Science students have the opportunity to learn about national problem areas such as energy, pollution, and health. Several other programs may be arranged for students in other disciplines. Agnes Scott students are nominated for the program by their major departments and apply through the Agnes Scott coordinator, currently the chairman of the department of history and political science.

Field Experiences (Internships)

Learning through field experience can be a valuable adjunct to classroom learning. The college will endeavor to make worthwhile experiences possible for students whose academic programs would benefit from such opportunities. Academic credit will be awarded for such established programs as the internship with the Georgia Legislature and the internship with the Washington Semester Program. Credit may be authorized by the Curriculum Committee upon the recommendation of the appropriate department for other field experiences such as the Governor's Intern Program. A student interested in a field experience for academic credit should contact the chairman of her major department. Internships carry the course number 450.

Students are urged to take advantage of other beneficial experiences even though the awarding of academic credit may seem inappropriate.

PROFESSIONAL PROGRAMS

Teaching

Agnes Scott has a state-approved program for teaching at the elementary level and in several secondary fields. Students who complete the program satisfactorily are eligible for the Georgia T-4 certificate. This certificate is generally accepted throughout the United States. In the case of one or two states, certain specific courses are required; arrangements can be made to meet these special requirements as a part of the Agnes Scott degree.

Students in the professional teacher education program have an opportunity to observe and work in a wide variety of school settings. Tutoring opportunities in such schools are open to all levels, including first quarter freshmen.

Students interested in teaching should consult the chairman of the department of education as early as the beginning of the freshman year and no later than the spring quarter of the sophomore year.

Dual Degree Programs with the Georgia Institute of Technology

A student may combine three years of liberal arts studies at Agnes Scott with two years of specialized work at the Georgia Institute of Technology. Upon completion of this five-year liberal arts/professional program, the student will be awarded the Bachelor of Arts degree from Agnes Scott and an

additional bachelor's degree from Georgia Institute of Technology. The Georgia Tech degree may be in a variety of engineering fields, in information and computer science, in industrial management, or in management science. A highly qualified student may be awarded the second degree at the master's level.

Students interested in the 3-2 program should consult the Agnes Scott dual degree coordinator as early as possible in the freshman year. Requirements include certain courses in science, mathematics, and economics. In addition, the student must select a major and plan a program which will satisfy all distribution requirements for the Agnes Scott degree by the end of the junior year and, if the student should elect to remain at Agnes Scott for the senior year, all requirements for an Agnes Scott departmental major.

Admission to the program at the Georgia Institute of Technology is based on the completion of the above requirements and the recommendation of the dual degree coordinator (currently the chairman of the mathematics department at Agnes Scott).

Preparatory Program for Business

For students interested in business careers, the College has selected from its curriculum a group of courses designed to familiarize them with the skills and knowledge to facilitate their entrance into business.

The program does not alter requirements for graduation; nor does it constitute a major. Rather, it is designed to serve as an academic bridge from an undergraduate liberal arts curriculum into business careers.

Students who choose to follow the program will complete nine of the courses listed below, including work from at least three disciplines and including Economics 204, 205, and 311. In addition, they will complete Mathematics 101 or Mathematics 120. Their official transcripts will carry the notation that they have completed the Preparatory Program for Business.

Courses included in the Program:

Economics 204, 205, 303, 309, 310, 311, 312, 313, 317

English 210

Mathematics 101, 115, 120, 220, 328

Psychology 316

Philosophy 103

Political Science 321

Theatre 108

Reserve Officers Training Corps (ROTC)

Through a special cross-town arrangement, Agnes Scott students may participate in the Air Force Reserve Officers Training Corps and in the Naval Reserve Officers Training Corps at the Georgia Institute of Technology. A student who completes one of these programs will qualify as a commissioned officer and will be ordered to active duty in the United States Air Force, the United States Navy, or the United States Marine Corps.

A student may apply to either program at the beginning of her freshman year or may choose to apply at the end of the sophomore year. While a student is enrolled in one of these programs, she will attend certain courses at Georgia Institute of Technology.

Agnes Scott students are eligible to apply for scholarships under both the Air Force and the Navy programs. Scholarships cover all educational expenses at Agnes Scott.

Additional information about either program is available from the respective ROTC units at the Georgia Institute of Technology or from the Office of the Dean of the College at Agnes Scott.

PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

More than twenty-five percent of each class enters graduate or professional school immediately after college. A liberal arts program with sound education in basic disciplines is considered the best preparation for most graduate or professional work. During her four years at Agnes Scott, a student may satisfy requirements for the B.A. degree and at the same time prepare for graduate study or for entrance into such professional schools as architecture, law, medicine, dentistry, business, journalism, social service, and education.

A student planning to earn an advanced degree should confer with her major professor and the Dean of the College as early as possible in order to be aware of any specific courses needed. Information regarding graduate and professional schools, fellowships, and standard examinations may be obtained in the office of the Dean of the College. Law schools, medical schools, and some graduate schools require special admission tests. Arrangements for taking these tests are the responsibility of the student.

Medicine

The premedical program at Agnes Scott College allows a student to meet the requirements for admission to medical school while majoring in any

academic discipline of her choice. Almost all medical schools recognize the importance of a four-year liberal arts education. Minimum requirements for admission to medical school can generally be satisfied with two years of chemistry and one year each of biology, physics, and English. Many institutions require mathematics through calculus and some advise courses in the behavioral sciences. A student planning a premedical program should consult the Dean of the College who serves as premedical adviser. The annual bulletin of the Association of American Medical Colleges is helpful in listing medical school admission requirements. Arrangements may be made to take the Medical College Admission Test at local centers.

Law

The normal preparation for law school is a four-year course of study in the liberal arts. No specific courses are prescribed for a prelaw program. In order to qualify for admission to law school, students must present strong undergraduate records in any major of their choice. The Law School Admission Test is required. Students interested in studying law should consult the Dean of the College and their major professors. Copies of the Prelaw Handbook are on file in the office of the Dean.

Business and Management

A major in almost any academic discipline is suitable preparation for graduate programs in business and management. Graduate schools are generally interested in students who have strong liberal arts programs. Students should have mathematics through calculus and at least introductory work in economics and accounting.

Return To College Program

The Return to College Program provides the opportunity to work toward the Agnes Scott degree for women whose education has been interrupted. It is designed for qualified persons who have not had college work and for those who have already acquired credits toward the B.A. degree. The program is available also to those who prefer to pursue a course of study as unclassified (non-degree) students; these students are permitted to earn a maximum of 36 quarter hours of credit at Agnes Scott.

Admission is possible in the fall, winter, and spring quarters. Requirements include (1) an application, filed preferably at least a month in advance of the opening of the quarter; (2) an interview at the college; and (3) a transcript of record from each school or college previously attended. Inquiries regarding admission should be directed to the admissions office.

All students enroll in regular college courses, and classified students meet the same course requirements for the degree as other undergraduates. Students in this program are not, however, subject to the usual minimum course load requirements nor are they expected to complete work for the degree in the usual four years. Time limits for completion of the degree are: (a) four years, if initially classified as a junior; (b) six years, if initially classified as a sophomore, and (c) eight years, if initially classified as a freshman.

Students who have obtained a college degree may be admitted to the Return to College Program as unclassified students. Before registering for a second quarter of work, they must present for approval a statement of a proposed program of study to the Assistant Dean of the College, who is special adviser to students in the Return to College Program.

Requests for exception to any of the above requirements may be directed to the Committee on Academic Standards and must be approved by the Faculty.

Financial aid is available to Return to College students, whether part-time or full-time. Information may be obtained from the Assistant Dean of the College and the Director of Financial Aid.

Academic Regulations

Classification of Students

A classified student is one who has been admitted as a candidate for the Agnes Scott degree. Students are classified as follows:

Freshmen: students who have earned less than 36 quarter hours of credit.

Sophomores: students who have earned at least 36 quarter hours of credit and a cumulative quality point ratio of at least 0.50.

Juniors: students who have earned at least 84 quarter hours of credit and a cumulative quality point ratio of at least 0.75.

Seniors: students who have earned at least 132 quarter hours of credit and a cumulative quality point ratio of at least 0.91.

Students who present advanced standing credits will be classified during their initial quarter at Agnes Scott on the basis of credit hours alone.

An unclassified student is one who is not a candidate for the Agnes Scott degree. Such students are primarily of three kinds: (a) adults not working toward a degree, (b) transient students working toward a degree at another institution, and (c) high school students on a joint enrollment program. Unclassified students are permitted to earn a maximum of 36 quarter hours

of credit at Agnes Scott. Requests for exception must be directed to the Committee on Academic Standards. Unclassified students who wish to become candidates for the degree must submit a petition to the Office of Admissions before completing 36 quarter hours of credit. Once a student has been given classified status, she may not return to unclassified status.

Registration

All students must register for classes on the dates announced in the College Calendar. A \$10 fee is charged for late registration. No student is allowed to register after the tenth day of the quarter.

Students already in residence pre-register for the next session during Course Selection Week in the spring quarter. Entering freshmen receive instructions from the office of the Dean of the College in the early summer and file a preliminary selection of courses in July. They consult special advisers for final course selection after they arrive in September. Entrance into any course is prohibited after the tenth day of the quarter.

A course of study which has been approved may be changed only in accordance with posted instructions. No new course may be elected after the first ten days of a quarter, and no shift from letter-grade basis to pass-fail or pass-fail to letter-grade may be made after the first ten days of a quarter.

No course may be dropped after the first month of each quarter. Dates are posted in September.

Withdrawal

A student who withdraws during the session for reasons other than suspension or dismissal must obtain a withdrawal card from the Dean of Students or the Dean of the College. The student is not officially withdrawn until the card is on file in the Registrar's office.

Course Loads

The normal academic load is from fourteen to eighteen hours per quarter. Students may take a minimum load of twelve hours for a total of three out of the six quarters comprising the freshman and sophomore years. Juniors and seniors are permitted to elect one quarter of thirteen hours each year, provided the total number of hours elected for the year is at least forty-two. Students may petition the Committee on Academic Standards for other exceptions to the normal course load. Students in the Return to College Program are not subject to the limitations for minimum course loads.

The Academic Program

Auditing

Students may audit courses with written permission from the Dean of the College. The student's previous academic record and the number of credit hours being carried are factors considered. Permission for auditing is given during the first two class days of each quarter.

Class Attendance

Attendance at academic sessions is not mandatory, with the exceptions noted below, but the responsibility for work missed is entirely that of the individual student.

Attendance at all academic appointments is required of students on academic probation and of all freshmen during the fall quarter. These students are permitted one cut in each class during the quarter.

Attendance at tests announced at least a week in advance is mandatory.

Examinations

Examinations are self-scheduled and are held at the end of each quarter. With the exception of a few examinations scheduled in advance because of the nature of the course or the size of the class, a student may take any examination that she chooses at any of the times set for examinations. She is not required to submit an examination schedule in advance.

A student who because of illness is unable to complete examinations during the regular period may take the examinations in question at the time scheduled for re-examinations. Re-examinations are permitted in the case of conditional failure and are given in the first week of the next quarter.

Grades

Grades indicating the student's standing in any course are officially recorded as follows: A, excellent; B, good; C, average; D, passing; E, conditional failure; F, failure. Grades for courses taken on a pass-fail basis are recorded as P or F.

A student may elect a total of 10 quarter hours of regular course work on a pass-fail basis during the junior and senior years. Courses taken to meet the distribution and specific requirements for the degree, regular courses in the major, and certain courses in the teacher education program may not be elected on a pass-fail basis. All grades on field placements (internships) will

be recorded as either pass or fail. This option is in addition to the 10 quarter hours of pass-fail work in regular courses. It also constitutes an exception to the general rule that no work in the major department may be taken on a pass-fail basis. A student's intention to elect pass-fail courses must be signified to the Registrar by the tenth day of the quarter.

Grades (except for courses taken on pass-fail basis) are evaluated by a quality point system: A = 3 quality points per quarter hour, B = 2, C = 1, D = 0. For a statement of the grade and quality point requirements for class standing and for the degree, see sections on the classification of students and requirements for the degree.

Quarter grades in year or two-quarter courses are progress reports only. Credit and quality points are based on the final official grade and are given only on completion of the entire course.

Grade reports are issued to students at the end of each quarter. They are sent to parents who have filed a written request and whose daughters are dependents according to Internal Revenue Code of 1954, Section 152.

Graduation Honors

Students may be graduated with honors or with high honor. A student is eligible to be graduated with honor if she attains a cumulative quality point ratio of 2.40, has maintained this minimum level in the work of her last six quarters in residence (figured on a cumulative basis for all work for the six quarters), has been eligible for Honor Roll in at least one of her last two sessions in residence, and receives the recommendation of her major department.

A student is eligible to be graduated with high honor if she attains a cumulative quality point ratio of 2.70, has completed a minimum of six quarter hours of Independent Study distributed over two quarters, and meets all other requirements specified above for graduation with honor.

Honor Roll is based on quality point ratios earned in a given academic session. Requirements are posted.

Academic Review and Discipline

The work of each student is reviewed at the end of every quarter. A student whose work is unsatisfactory will be placed on academic probation. Academic probation serves as a warning to the student that her work must improve. A student whose work continues to be unsatisfactory may be subject to academic dismissal.

A full-time student will be subject to academic dismissal if she fails to earn a minimum of thirty quarter hours of degree credit in any academic session.

The Academic Program

She will be subject to academic dismissal if she fails to make appropriate class standing for two successive years or if she has been on academic probation for two consecutive quarters.

An unclassified student's eligibility to continue her work at Agnes Scott will be determined by the Dean of the College, subject to confirmation by the Committee on Academic Standards.

Acceleration

A student may receive permission from the Dean of the College and her major department to complete degree requirements in nine, ten, or eleven quarters. This acceleration may be accomplished in any of the following ways: (1) entering with Advanced Placement credits based on College Entrance Examination Board Advanced Placement Examinations; (2) carrying excess course loads during regular sessions; (3) attending summer sessions at other institutions, or an Agnes Scott summer program.

Summer School

Students may attend summer sessions in accredited colleges and universities. Their courses must be approved in advance by the Dean of the College.

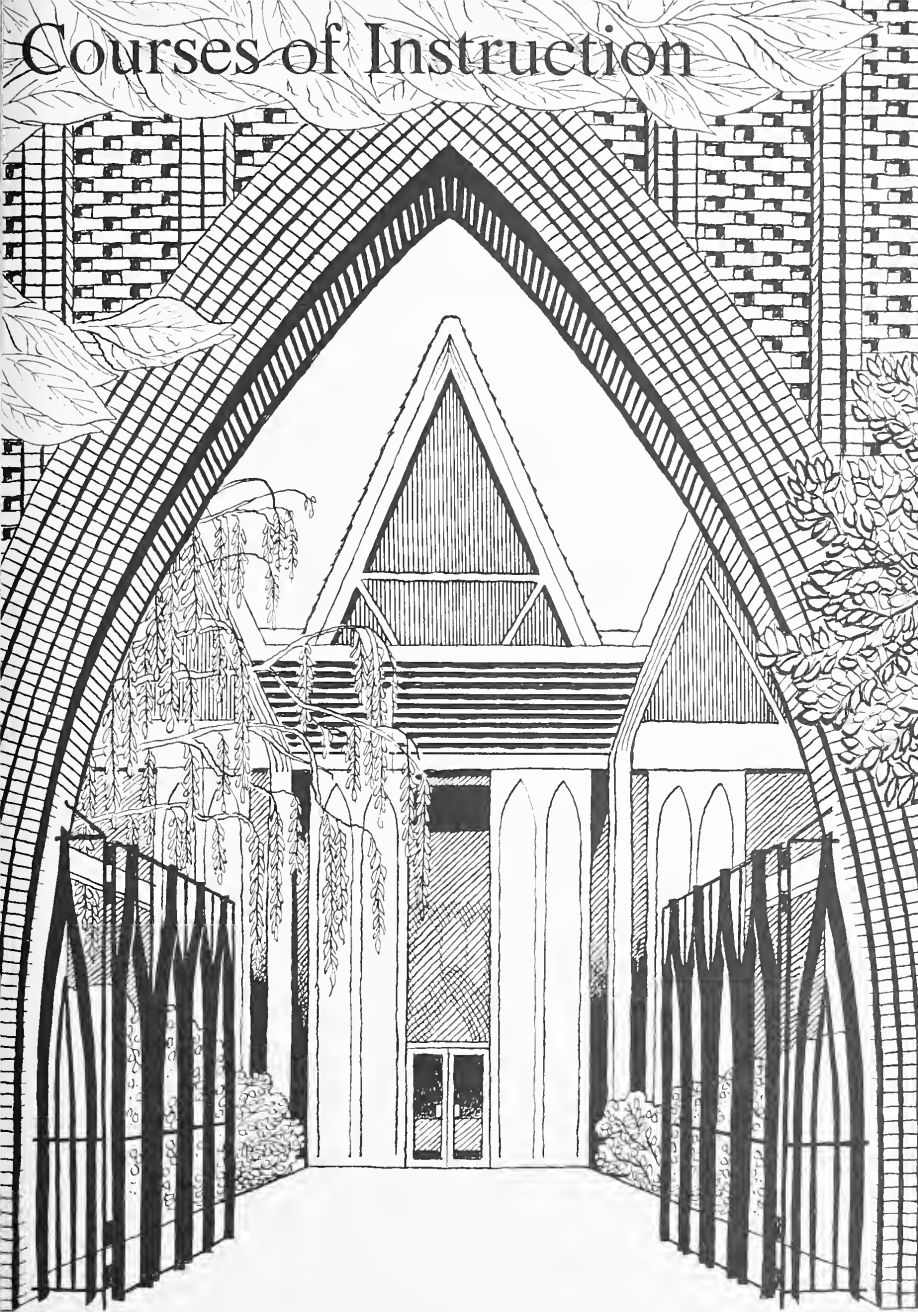
A maximum of eighteen quarter hours will be approved for a single summer session, and a maximum total of thirty quarter hours of summer work may be counted toward the Agnes Scott degree. A grade of C or above must be made in each course.

Academic Counseling

Academic counseling is coordinated in the Office of the Dean of the College. Each new student, prior to her arrival on the campus, is assigned to a faculty adviser. Where possible, this adviser teaches in the student's area of special interest and works with the student until she declares a major at the end of the sophomore year. The Class Dean for Freshmen and Sophomores coordinates this program.

The chairman of her major department becomes a student's academic adviser for the junior and senior years. Supplementary counseling of upper-classmen is the responsibility of the Assistant Dean.

The Dean and her assistants, members of the Faculty, and the Director of Career Planning share in advising students and alumnae about plans for graduate and professional programs.



Dana Fine Arts Building

Courses of Instruction — 1979-1980

Explanation of Symbols and Abbreviations

Course Numbers

Courses are numbered according to level of difficulty. One hundred-level courses are intended primarily for freshmen and sophomores; 200-level courses are intended primarily for sophomores, but in some cases are open to freshmen by permission; 300-level courses are intended primarily for juniors and seniors, but in some cases are open to sophomores by permission; 400-level courses are intended for seniors.

Certain course numbers are used in each department for special programs. The number 190 is used to designate Freshman and Sophomore Seminars, 410 is assigned to Special Study, and 490 to Independent Study. The number 450 is used for all internships and field experiences.

Course Notations

Courses which are offered for one quarter only are designated by f, w, or s (fall, winter, or spring) following the course number. Course numbers followed by hyphenated letters (for example, f-w) indicate courses extending through two quarters. Course numbers without letters indicate courses extending throughout the year. No final grade or credit is given until the entire course is completed; quarter grades in such courses are progress reports only.

Summer Study Abroad courses are designated by SG, SE, SR, SM (Summer in Germany, England, Rome, and Mexico) following the course number. A course number followed by SUS designates Agnes Scott Summer Study courses in the United States.

Course Credit

The calendar for the academic year consists of three quarters, and the unit of credit is the quarter hour. Each 50-minute lecture period a week represents credit of one quarter hour. A course which carries credit of three quarter hours is scheduled for three lecture periods a week for one quarter. A course which carries five quarter hours of credit is scheduled for five lecture periods a week unless otherwise indicated. A course which carries credit of nine quarter hours is scheduled for three periods a week for the academic year. Course credits are indicated in parentheses following the course title.

Laboratories are usually three-hour periods, and a three-hour laboratory per week is equivalent to one lecture period. For courses with laboratories, the number of hours lecture and the number of hours laboratory work a week are designated by LEC, LAB. A course which carries credit of four quarter hours and is scheduled for three lecture periods and one three-hour laboratory per week is designated by 3 LEC, 1 LAB.

Schedule of Classes

The courses of instruction will meet in accordance with the Schedule of Classes printed for each quarter and available in the Office of the Registrar prior to Course Selection Week. Classes are scheduled Monday through Friday from 8:30 a.m. Monday, Wednesday, Friday classes; Monday through Friday classes; and classes after 1 p.m. are fifty minutes in length unless otherwise specified. Tuesday, Thursday morning classes are seventy-five minutes in length unless otherwise specified.

Anthropology

See Sociology and Anthropology

Art

Professor: Marie H. Pepe (Chairman)
 Associate Professors: Leland Staven¹
 Robert F. Westervelt
 Instructor: Terry S. McGehee

The objectives of the department of art are to give training in appreciation, to help students form standards of taste, and to promote creative effort in the entire community. The department offers a balanced program of practice, theory, and history, so integrated as to bring effectively into a liberal education the essential values of the visual arts.

Introductory 100-level courses do not require previous experience in art and are designed to provide all students with essentials for becoming part of the cultural life of their community.

REQUIREMENTS FOR THE MAJOR

Theory, History, and Criticism:

- (a) 101, 102, 103
- (b) Two of the following: 303, 304, 305, 306
- (c) One of the following: 307, 308, 309
- (d) One of the following: 317, 318, 319

¹On leave spring quarter

Art Structure and Studio:

- (a) 191, 192, 193
- (b) One of the following: 240, 241, 242
- (c) One of the following: 271, 272, 273
- (d) Minimum of nine quarter hours in other 200-, 300-, or 400-level studio courses

Twelve additional hours are recommended in studio art or the history and criticism of art.

Each art major is required to contribute one of her works of art, chosen by the art faculty, to the permanent collection.

A student interested in both art and literature is invited to consider the Interdepartmental major Art History-English Literature.

A student interested in art, music, and theatre is invited to consider the Interdepartmental major in Fine Arts.

History and Criticism of Art

101f. Introduction to Art (3)

An introduction to the pictorial, structural, and plastic arts. A course in the theory of art. A brief discussion of art criticism, aesthetics, the social and psychological functions of art, and the philosophy of art.

Miss McGehee, Mr. Staven

102w. Introduction to Art (3)

Continuation of 101. A non-technical analysis and criticism of prehistoric art, the art of ancient Egypt, Mesopotamia, Greece, Rome, the Americas, and Medieval art.

Mrs. Pepe, Mr. Westervelt

103s. Introduction to Art (3)

Continuation of 102. A non-technical analysis and criticism of the art of the Renaissance and the eighteenth, nineteenth, and twentieth centuries.

Mrs. Pepe, Mr. Westervelt

300-level courses are open to sophomores by permission of the department chairman.

303f. American Art-Revolution to World War II (3)

The development of painting, print-making, and sculpture from the Revolutionary period to 1940.

Mr. Westervelt

304f. Modern Art: Painting and Sculpture — 19th Century (3)

The history and criticism of painting and sculpture from 1785 to 1900. Main emphasis on French and American art, but special attention given to the art of Germany, Italy, England, and Latin America.

Mrs. Pepe

305w. Modern Art: Painting and Sculpture — 20th Century (3)

The history and criticism of painting and sculpture from 1900 to the present. Main emphasis on French and American art, but special attention given to the art of Germany, Italy, England, and Latin America.

Mrs. Pepe

306s. Modern Art: Architecture of the 19th, 20th Centuries (3)

The development of architecture from 1800 to the present. Main emphasis on the architecture of the United States with special attention given to the art of building in Germany, France, the Scandinavian countries, and Latin America.

Mrs. Pepe

307f. Art of the Middle Ages (5)

Development of art and architecture from about 300 to 1400 A.D. The character of the early Christian, Byzantine, Carolingian, Romanesque, and Gothic periods analyzed by means of the art they produced.

Alternate years: not offered 1979-80

Mrs. Pepe

308w. Art of the Northern Renaissance (5)

Painting, sculpture, and architecture from 1400 to 1700 in the Netherlands, Germany, Spain, France, and England.

Alternate years: not offered 1979-80

Mrs. Pepe

309s or SR. Art of the Italian Renaissance (5)

Painting, sculpture, and architecture in Italy from 1400 to 1700, with particular emphasis on such great artists as Donatello, Botticelli, Michelangelo, Leonardo da Vinci, and Raphael.

Alternate years: not offered 1979-80

309SR: Rome, Italy; summer 1979

Mrs. Pepe

317f. Prehistoric and Ancient Art and Architecture (5)

Art and architecture of prehistoric times and of ancient Egypt, Babylonia, Assyria, Persia, and the Latin American Indian Civilizations (Maya, Aztec, and Inca).

Alternate years: offered 1979-80

Mrs. Pepe

318w. Oriental Art and Architecture (5)

Art and architecture of ancient India, China, Japan.

Alternate years: offered 1979-80

Mrs. Pepe

319s (Classics 341). Greek and Roman Art and Architecture (5)

An historical survey of the art and architecture of the pre-Greek and early Greek cultures of the Aegean, of Greece, and of Rome through the period of Constantine.

Not open to students who have had Classics 340SR.

Alternate years: offered 1979-80

Miss Zenn

410f,w,s. Special Study in Art History and Criticism (3)
Special problems adjusted to the needs and interests of the individual student. The aim is to introduce the student to scholarly research.
Open to art majors only. The Department

420s. Seminar in Art History and Criticism (5)
Special study for art majors in a field of art history and criticism. Group discussions. Topic for 1979-80: Women in American Art Since 1945.
Prerequisite: permission of the department chairman Mrs. Pepe

490. Independent Study (6-10)
Independent research in the area of art history and criticism or in applied art. The Department

Studio Art

All studio courses meet 6 hours per week for 3 quarter hours credit unless otherwise indicated.

191f or s. Art Structure (3)
Elements of design. A study of the visual elements of design with experiments in various media.
Miss McGehee, Mr. Westervelt

192w. Art Structure (3)
Principles of design. Emphasis on the organization of the visual elements. Problems in color and experiments in various media.
Prerequisite: 191 Miss McGehee

193s. Art Structure (3)
Compositional problems with emphasis on the creative attitude and experimentation with various media.
Prerequisite: 192 Miss McGehee

Non-majors electing courses in studio art on the 200 level or above are required to take courses in history and criticism of art (preferably in the same year) to balance studio courses elected.

229w. Principles of Design (3)
A course especially for students preparing to teach. Experience with various media and a study of the theory of art education. Not a methods course. 1 LEC, 4 hours studio.
Not open to students who have had Art 191, 192, or 193. Miss McGehee

240f. Drawing and Composition (3)

Drawing. Study of the principles of pictorial organization. Experience in various media.

Prerequisite: 193

Mr. Staven

241s. Drawing and Painting (3)

Work from figures, still life, and landscape. Development of form through color. Experience in various media.

Prerequisite: 193

Not offered 1979-80

Mr. Staven

242w. Drawing and Printmaking (3)

Traditional etching and aquatint techniques combined with photo-etching methods. Vacuum serigraph and photo-screen procedures.

Prerequisite: 193

Mr. Staven

271f or w. The Art of the Potter (3)

A basic course in the design of stoneware pottery, techniques of decorating and glazing, and use of the kiln. Discussion of principal pottery traditions.

Prerequisite: 191

Mr. Westervelt

272w. Intermediate Pottery (3)

Application of basic skills in the manipulation of pottery materials to a variety of design problems and firing techniques, including some simple sculptural works, wheel and handbuilt forms.

Prerequisite: 271 or permission of the department chairman

Mr. Westervelt

273s. Three-Dimensional Design (3)

A series of related experiments in plastic design including relief, collage, construction, sculpture in-the-round, the mobile, etc. in such media as clay, wire, wood, tissue, plastic materials. Discussion of relevant works.

Prerequisite: 191

Miss McGehee

340f,w. Advanced Painting (3 or 6)

Creative work in various painting media. Particular attention given to individual expression and to aesthetic consideration of the picture structure.

Prerequisite: 240 or 241 or 242

Mr. Staven

370f,w,s. Advanced Plastic Design (3, 6, or 9)

Individual problems in pottery or ceramic sculpture.

Prerequisite: 272 or permission of the department chairman

Mr. Westervelt

440f,w,s. Advanced Graphic Design (3, 6, or 9)

Special problems of two-dimensional design with work in various media. Art majors only.

Prerequisite: three quarter hours of 340 and permission of the
department chairman The Department

470f,w,s. Advanced Three-Dimensional Design (3, 6, or 9)

Special problems of three-dimensional design with work in various media. Art majors only.

Prerequisite: three quarter hours of 370 and permission of the
department chairman The Department

Astronomy

See Physics and Astronomy

Bible and Religion

Professors: Kwai S. Chang (Chairman)
Mary B. Sheats

Visiting Professors: Ludwig R. Dewitz
C. Benton Kline, Jr.

Lecturer: Emmanuel Feldman

The Department of Bible and Religion offers students the opportunity of broadening their knowledge and understanding of the religious dimension of life, with special emphasis on the Judaeo-Christian tradition.

The degree requirement for a course in biblical literature may be met by completion of Bible and Religion 200 or 201. Students considering the possibility of majoring in Bible and Religion are strongly urged to take 201 as the basic course.

A student who majors in this department may focus either on Bible, choosing a minimum of 20 hours on the 300 or 400 level in the biblical field and the remainder of her major hours in either Bible or Religion, or she may concentrate on Religion, choosing a minimum of 20 hours on the 300 or 400 level in the field of Religion and the remainder of her major hours in either Bible or Religion.

The department recommends that students concentrating in Bible take Greek 203, and that those planning to do graduate work in theology take German. Courses in classical literatures, philosophy, psychology, and sociology are recommended as electives for the enrichment of the major.

REQUIREMENTS FOR THE MAJOR

200 or 201

200f or w or s. Approach to Biblical Literature (5)

A study of the Hebrew Scriptures and the New Testament; an examination of their distinctive concepts and practices.

Not open to students who have had 201.

Mr. Chang, Mrs. Sheats

201. Old and New Testaments (9)

An introduction to the study of the Old and New Testaments, including the Apocrypha, with emphasis on history, literature, and religious teachings. Questions of human identity, purpose, and destiny are explored.

Not open to students who have had 200.

Mr. Chang, Mrs. Sheats

303w. The Ancient Middle East (5)

The development of pre-classical civilizations in the Fertile Crescent (including ancient Mesopotamia and Egypt) as known archaeologically and from extra-biblical literature, with particular attention to Palestine during Old Testament times.

Prerequisite: 200 or 201

Alternate years: not offered 1979-80

Mr. Dewitz

304w. The World of the New Testament (5)

Background studies in extra-biblical history, literature, and art of the New Testament period. Relevant findings of archaeology are used.

Prerequisite: 200 or 201

Alternate years: offered 1979-80

Mr. Dewitz

307f. American Religious Thought (5)

A study of religion as a factor in a developing culture. Examination of creative American religious thinkers. Protestant, Catholic, and Jewish practices and beliefs in the United States today. The relationship of organized religious movements to current national problems.

Alternate years: offered 1979-80

Mr. Kline

310f. Eastern Religious Traditions (5)

An introduction to the literature, beliefs, and practices of Hinduism, Theravada Buddhism, and Islam in India; Confucianism and Taoism in China; Mahayana Buddhism and Shinto in Japan.

Mr. Chang

311s. Mysticism East and West (5)

A study of the meaning and significance of mystical experience within the contexts of Hinduism, Buddhism, and Christianity.

Alternate years: offered 1979-80

Mr. Chang

321s. Jewish Faith and Practice

(3)

A study of the Jewish people and religion from Talmudic times to the present.

Alternate years: offered 1979-80

Mr. Feldman

323f. The Hebrew Prophets

(5)

A study of the prophetic movement in Israel to show the distinctive attitudes and concepts of prophetic religion.

Prerequisite: 200 or 201

Alternate years: not offered 1979-80

Mrs. Sheats

327w. The Letters of Paul

(5)

An historical and literary study of the life and thought of the Apostle Paul as reflected in his letters and in the book of Acts.

Prerequisite: 200 or 201

Open to sophomores with permission of the instructor.

Alternate years: offered 1979-80

Mrs. Sheats

328s. Wisdom, Poetry, and Apocalypse

(5)

A study of three distinctive types of writing from the Ancient Near East, with a consideration of literature from the Old Testament canon, the Apocrypha, the Pseudepigrapha, and Babylonian and Egyptian sources.

Prerequisite: 200 or 201

Open to sophomores with permission of the instructor.

Alternate years: offered 1979-80

Mrs. Sheats

335s. The Four Gospels

(5)

A study of the words, acts, and person of Jesus as presented in the gospel accounts.

Prerequisite: 200 or 201

Alternate years: not offered 1979-80

Mrs. Sheats

340w. Biblical Theology

(5)

A topical study of the major religious concepts of the Old and New Testaments, chiefly those of God, human beings, sin, and salvation. Opportunity is given for exploring presuppositions of biblical theology in current writings.

Prerequisite: 200 or 201

Alternate years: not offered 1979-80

Mrs. Sheats

345f. Philosophy of Religion

(5)

Prerequisite: Bible and Religion 200 or 201; or one of the following:

Philosophy 101, 102, 105, 106, 206, 207, 208

Alternate years: not offered 1979-80

Mr. Kline

352f. Christian Thought in the Renaissance and Reformation (5)
A study of significant contributors to the development of Western religious thought, from Wyclif through Calvin.

Prerequisite: 200 or 201

Alternate years: offered 1979-80

Mrs. Sheats

360w. Contemporary Theology (5)

A study of contemporary trends in Western religious thought, with special emphasis on some major writers such as Barth, Bultmann, and Tillich.

Prerequisite: 200 or 201

Mr. Chang

363s. Seminar in Religious Studies (5)

Prerequisite: 200 or 201

Not offered 1979-80

The Department

365s. Introduction to Christian Ethics (5)

A study of the nature, methods, and basic issues of Christian ethics, with special attention to the relation between theology and conduct.

Prerequisite: 200 or 201

Alternate years: not offered 1979-80

Mr. Chang

410f,w,s. Special Study (3 or 5)

Supervised research in a selected area.

The Department

490. Independent Study (6-10)

Independent research is arranged under the supervision of a member of the department. Results are presented in written form.

The Department

Biology

Associate Professor: Sandra T. Bowden (Chairman)
Assistant Professors: Paul W. Frame
Harry Wistrand
Instructor: M. Eloise Brown Carter
additional appointment to be made

The major program in Biology is planned so that knowledge in several fields of modern biology is acquired. The student is encouraged to plan a program that will include studies of lower and higher plants and animals, cells and tissues, organisms, heredity, development, physiology, evolution, taxonomy, and ecology. Several combinations of courses may fulfill these objectives. Students planning to attend graduate school are urged to take Chemistry 250s, Physics 210, and Mathematics 120-121. Other courses recommended for graduate school are Chemistry 300 and 353, and German or French. Students interested in medicine and in health-related professions should consult the Dean of the College.

A student may be exempt from the 100 series if she receives a passing score on an exemption test administered by the department.

REQUIREMENTS FOR THE MAJOR

100, 102, 105, 206, 303, 310, 411; 306 or 312

Chemistry 110, 250f-w

Biology 203 and 204 not applied toward minimum 45-hour major

100f or w. Introduction to the Biological Sciences

(4)

Basic tenets of morphology, physiology, genetics, evolution, and ecology.

Prerequisite to all other courses in biology. 3 LEC, 1 LAB

The Department

102w or s. Botany

(4)

Basic principles of plant morphology and physiology with a survey of the plant kingdom. 3 LEC, 1 LAB

Mrs. Bowden, Mrs. Carter

105w or s. Zoology

(4)

Morphology and physiology of animals with a survey of the major phyla.

3 LEC, 1 LAB

Mr. Frame, Mr. Wistrand

201s. Ecology

(4)

The basic principles of ecology with lectures and field work emphasizing the relationships of animals and plants in natural habitats. Land, fresh water, and

salt water environments are considered. 2 LEC, 2 LAB, 1 weekend field trip
Prerequisite or corequisite: 102, 105 Mr. Frame

202s. Plant Taxonomy (3)

Principles of classification, identification, and nomenclature of vascular plants native to this locality. Introduction to techniques for collecting and preserving specimens. 2 LEC, 1 LAB, 1 weekend field trip

Prerequisite: 102 Mrs. Carter

203s. Genetics, Evolution, and Man (3)

A basic study of heredity and evolution with emphasis on man. Among the topics discussed are race, behavior, intelligence, and genetic engineering.

Prerequisite or corequisite: 102 or 105

Not open to biology majors or to students who have had Biology 303.

Alternate years: offered 1979-80 Mr. Wistrand

204s. The Human Organism (3)

The study of anatomy and physiology of the various systems of the human body. Two lectures and one demonstration-discussion period each week. Does not count toward the laboratory science distribution requirement.

Prerequisite: 105

Alternate years: not offered 1979-80

206f. Cell Biology (4)

Structure, functions, and biology of the cell and its organelles. Laboratory includes techniques of light and electron microscopy, and tissue culture. 2 LEC, 2 LAB

Prerequisite: 102, 105 Mr. Frame

208w. Histology (3)

A study of tissue organization in the animal body with some practice in preparing materials for histological study. 2 LEC, 1 LAB

Prerequisite: 102, 105

301f. Microbiology (5)

A basic course in the principles and techniques of microbiology with emphasis on the relationship of microorganisms to man. 3 LEC, 2 LAB

Prerequisite: 102, 105; Chemistry 110, 250f-w Mrs. Bowden

302f. Evolution (3)

The study of processes and patterns of adaptation and species formation.

Prerequisite: 303 Mr. Wistrand

The following 300-level courses are open to sophomores by permission of the chairman: 303, 304, 306, 307.

303w. Genetics

(5)

Principles of structure, function, and transmission of hereditary materials in pro-and eukaryotic organisms. 3 LEC, 2 LAB

Prerequisite: 206

Mr. Wistrand

304w. Comparative Chordate Anatomy

(5)

A study of the major organ systems of selected chordate types. Laboratory work includes dissections of dogfish, necturus, turtle, bird, and a small mammal. 3 LEC, 2 LAB

Prerequisite: 105

306f. Embryology

(5)

The fundamental facts of embryology, with especial reference to mammalian development. 3 LEC, 2 LAB

Prerequisite: 105

307w. Invertebrate Zoology

(5)

Comparative anatomy, systematics, and evolution of the invertebrate phyla. Laboratory emphasis on marine forms and their functional morphology and ecology. 3 LEC, 2 LAB, 1 weekend field trip

Prerequisite: 105

308s. Animal Behavior

(3)

Concepts and principles of the evolution, development, causation, and function of behavior in non-human animals, with emphasis on adaptive behavior.

2 LEC, 1 LAB

Prerequisite: 302

Alternate years: not offered 1979-80

Mr. Wistrand

310s. Cellular Physiology

(5)

The study of cellular energetics, metabolism, metabolic regulation, excitability and contactility, and cell growth and division. 3 LEC, 2 LAB

Prerequisite: 206; Chemistry 110, 250f-w

Mrs. Bowden

311w. Plant Physiology

(4)

Studies of plant cellular constituents, water relations, mineral nutrition, metabolism, growth regulation, and photophysiology. Emphasis is on the physiology of seed plants. 3 LEC, 1 LAB

Prerequisite: 102

Prerequisite or corequisite: Chemistry 250f-w

Alternate years: offered 1979-80

Mrs. Bowden

312w. Plant Diversity and Evolution**(5)**

An evolutionary approach to the study of the morphology of bacteria, fungi, algae, bryophytes, and selected groups of vascular plants. Investigations involve living materials. 3 LEC, 2 LAB

Prerequisite: 102

Alternate years: not offered 1979-80

Mrs. Bowden

313s. The Biology of Man**(3)**

A seminar course open to junior and senior biology majors.

314SUS. Desert Biology**(5)**

The study of the adaptations of plants and animals to hot, arid environments of the western United States. A three-week field trip to the desert; dates to be determined. Course limited to seven students.

Prerequisite: 105 and permission of the instructor

Summer 1981

Mr. Wistrand

315SUS. Marine Biology**(5)**

The biology of the sea as exemplified by organisms and ecology of coastal and estuarine waters of Georgia and Florida. Four weeks; dates to be determined. Course limited to seven students.

Prerequisite: 102, 105 and permission of the instructor

410f,w,s. Special Study**(3 or 5)**

Supervised intensive study in special areas of biology.

The Department

411f. Special Topics in Biology**(2)**

A review of selected recent journal reports and symposia.

The Department

490. Independent Study**(6-10)**

Independent laboratory research is arranged under the supervision of the department. Results are presented in both seminar and written forms.

The Department

Chemistry

Professor: Julia T. Gary

Associate Professor: Alice J. Cunningham (Chairman)

Departmental Assistant: Susan S. Connell

additional appointments to be made

The Chemistry Department's academic program, approved by the American Chemical Society, is designed to give students a thorough grounding in the principles and applications of modern chemistry, as well as extensive practical experience with research-quality instrumentation. The curriculum is structured to serve chemistry majors, majors in chemistry-related disciplines, and the non-science majors.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should, if possible, elect Chemistry 100-110 and Mathematics 120-121 in the freshman year and should complete Physics 210 before the junior year.

Exemption from the introductory Chemistry 100 may be considered if a student has:

1. an Advanced Placement score of 4 or 5.
2. two entrance units in chemistry and a satisfactory score on the departmental exemption examination.
3. previous credit for a college chemistry course at the introductory level.

In all cases evidence of prior laboratory experience, comparable to that gained in Chemistry 100, must be presented.

Students planning for certification by the American Chemical Society must complete the minimum requirements for a major, as shown below, and the equivalent of an additional six hours of study or research at the advanced level in chemistry, physics, and/or mathematics, as approved by the department. This additional work must include at least one credit hour of laboratory work in chemistry. A reading knowledge of a modern foreign language, preferably German, is recommended.

REQUIREMENTS FOR THE MAJOR

100, 110, 250, 301, 302, 303, 326, 332, 333, 351

Mathematics 120-121

Physics 210

100f-w. Fundamental Concepts of Chemistry

(8)

Modern concepts of structure and chemical reactivity, with a consideration of current problems and technology. 3 LEC, 1 LAB

The Department

110s. Introduction to Analytical Chemistry**(5)**

Fundamental principles and methods of separation and analysis. 3 LEC, 2 LAB

Prerequisite: 100

The Department

250. Introductory Organic Chemistry**(12 or 8)**

The chemistry of the common functional groups with underlying theory. Students not majoring in chemistry may take 250f-w for credit of 8 quarter hours.

3 LEC, 1 LAB

Prerequisite: 110

300f. Fundamentals of Physical Biochemistry**(3)**

An introduction to the physicochemical principles of biological processes, with emphasis on bioenergetics and enzyme kinetics.

Prerequisite: 250

Not open to students who have had 302 or 303.

Miss Cunningham

301f. Basic Quantum Chemistry**(4)**

A study of quantum theory as applied in chemistry, including structure and spectral relationships. 3 LEC, 1 LAB

Prerequisite: 110, 250; Mathematics 120-121; Physics 210

Miss Cunningham

302w. Chemical Thermodynamics**(4)**

General principles of thermodynamics, equilibria, and statistical mechanics.

3 LEC, 1 LAB

Prerequisite: 301

Miss Cunningham

303s. Chemical Dynamics**(4)**

A study of rate processes and the methods of chemical kinetics. 3 LEC, 1 LAB

Prerequisite: 301

Miss Cunningham

326w-s. Modern Analytical Chemistry**(6)**

An advanced study of the instrumental and theoretical approaches for complete analysis. 2 LEC, 1 LAB

Prerequisite: 300 or 301

Miss Cunningham

332w. Inorganic Chemistry I**(4)**

A survey of modern inorganic chemistry with emphasis on the chemistry of the representative elements and their compounds with an introduction to coordination chemistry. 3 LEC, 1 LAB

Prerequisite: 301

333s. Inorganic Chemistry II**(4)**

The chemistry of the transition metals and their compounds, ligand field theory, organometallic chemistry, and bioinorganic chemistry. 3 LEC, 1 LAB

Prerequisite: 332

351f. Organic Qualitative Analysis

(4)

A systematic study of the isolation, classification, and identification of organic compounds. 2 LEC, 2 LAB

Prerequisite: 250

352w. Theoretical Organic Chemistry

(4)

A relatively advanced treatment of mechanisms of organic reactions with supporting evidence from stereochemistry, chemical kinetics, and spectroscopy. Laboratory will involve increased independence and the use of more complex apparatus. 3 LEC, 1 LAB

Prerequisite: 250, 301

353s. Bio-Organic Chemistry

(3)

Principally a detailed study of the fundamental chemistry of fats, carbohydrates, and proteins followed by the chemistry of their metabolism. Emphasis is upon relating reactions of metabolism to fundamental organic chemistry.

Prerequisite: 250 (12 hours)

410f,w,s. Special Study

(3)

Open to seniors with permission of the department.

The Department

490. Independent Study

(6-10)

Independent research conducted under the supervision of a member of the department. Thesis is required. Seminar presentation of results is recommended.

Admission to the program is granted by the Committee on Independent Study. Departmental recommendation for admission to the program is necessary and depends on choice of a suitable research problem, demonstrated potential for chemical research, and student motivation for pursuing the laboratory and non-laboratory aspects of the project.

The Department

Classical Languages and Literatures

Professor: Elizabeth G. Zenn (Chairman)
Assistant Professor: Gail Cabisius
additional appointment to be made

Course offerings permit a major in Greek, or in Latin, or in Classics. Latin in college is advised for all Greek majors. Greek in college is advised for all students doing major work in Latin; as an exception to the general regulation these students will be allowed to count elementary Greek toward the degree. A major in Classics, consisting of courses in both Greek and Latin can be arranged.

REQUIREMENTS FOR THE MAJOR

Greek

101, 201, 202; 301 or 305; 351

Latin

201; 280-281-282 (or 210); 351

Greek

101. Elementary (9)

The essentials of forms and syntax; reading of selections from Plato; writing Greek.

Credit awarded if taken as a fourth language, or if followed by 201 and 202 or 203, or if a major in Latin is completed. Miss Zenn

201f. Intermediate (3)

Plato: *Apology* and *Crito*, with selections from other writings of Plato.

Prerequisite: 101

Credit awarded if followed by 202 or 203.

202w-s. Homer (6)

Iliad, selected books.

Prerequisite: 201 Miss Zenn

203w-s. New Testament Greek (6)

A study of Luke and other writers.

Prerequisite: 201

Courses of Instruction

- 301f. Greek Tragedy** (3)
Euripides: selected plays.
Prerequisite: 202
Alternate years: offered 1979-80
- 302w. Greek Lyric Poetry** (3)
Prerequisite: 202
Alternate years: offered 1979-80 Miss Zenn
- 303w. Plato** (3)
Selected dialogues.
Prerequisite: 202
Alternate years: not offered 1979-80 Miss Zenn
- 305s. Greek Tragedy** (3)
Sophocles: selected plays.
Prerequisite: 202
Alternate years: not offered 1979-80
- 307s. Greek History** (3)
Selections from Herodotus or Thucydides.
Prerequisite: 202
Alternate years: offered 1979-80 Miss Cabisius
- 308f. Aristophanes** (3)
Selected plays.
Prerequisite: 202
Alternate years: not offered 1979-80 Miss Zenn
- 350f or w or s. Advanced Reading Course** (3 or 5)
Selections from Greek prose and poetry, not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: 202 The Department
- 351f or w or s. Greek Prose Composition** (2)
Prerequisite: permission of the department The Department
- 490. Independent Study** (6-10)
The Department

Latin

- 101. Latin Fundamentals** (9)
Fundamentals of Latin grammar and reading of Latin authors.
Credit awarded if taken as a fourth language, or if followed by 201.
Miss Cabisius

201. Intermediate (9)

First quarter: selections from a variety of Latin prose authors; review of syntax; second and third quarters: Vergil, *Aeneid* I-VI.

Prerequisite: Two entrance credits in Latin, or 101

220s. Medieval Latin (3)

Selected readings representative of Latin literature from the Patristic Age through the twelfth century.

Prerequisite: 201 or permission of the instructor

Alternate years: not offered 1979-80 Miss Cabisius

280f. Catullus and Ovid (3)

Selections from the poetry of Catullus and Ovid's *Amores*.

Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department Miss Cabisius

281w. Petronius (3)

Selections from the *Satiricon*.

Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department

282s. Comedy (3)

Selected plays of Plautus and Terence.

Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department Miss Cabisius

331w. Livy (3)

Selections from books I-X.

Prerequisite: permission of the department Miss Cabisius
Alternate years: offered 1979-80

333w. Lucretius (3)

De Rerum Natura.

Prerequisite: permission of the department Miss Cabisius
Alternate years: not offered 1979-80

335s. Tacitus (3)

Selections from the *Annals*.

Prerequisite: permission of the department Miss Zenn
Alternate years: not offered 1979-80

336f. Vergil (3)

Eclogues and selections from the *Georgics*.

Prerequisite: permission of the department
Alternate years: not offered 1979-80

- 337f. Juvenal and Martial** (3)
Satires and Epigrams.
Prerequisite: permission of the department
Alternate years: offered 1979-80 Miss Zenn
- 338s. Horace** (3)
Selections, principally from the *Odes*.
Prerequisite: permission of the department
Alternate years: offered 1979-80
- 350f or w or s. Advanced Reading Course** (3 or 5)
Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: permission of the department The Department
- 351f or w or s. Latin Prose Composition** (2)
Prerequisite: permission of the department The Department
- 490. Independent Study** (6-10)
The Department

Classical Courses in English

- 150. Classical Civilization** (9)
The development of Greek and Roman civilization. Indebtedness of the modern world to Greece and Rome in the fields of language and literature, religion and philosophy, art and architecture, government and law.
May not be counted toward a major in the Classical Languages and Literatures department.
- 160w. Introduction to Classical Archaeology** (3)
Archaeological aims and methods through focus on evidence from representative sites. Miss Zenn
- 170s. Women in Antiquity** (3)
Women's role in the society, religion, and literature of ancient Greece and Rome. Miss Cabisius
- 309w. Classical Mythology** (3)
A study of mythical configurations: creation myths, divine archetypes, the trickster, the hero cycle. Modern psychological and literary approaches to the science of mythology.
Open to sophomores with permission of the instructor. Miss Cabisius

310f. Classical Drama (3)

The origins and development of classical drama. Representative plays of the Greek and Roman dramatists.

Open to sophomores with permission of the instructor. Miss Zenn

314s. Greek Thought (3)

The development of Greek thought in an historical context.

Open to sophomores with permission of the instructor.

Alternate years: not offered 1979-80 Miss Zenn

318f. Greek History (5)

Political history of Greece from the Bronze Age through the Hellenistic period, with emphasis upon the development of Athenian democracy; consideration of Greek political theory of the fifth and fourth centuries, including the reading in translation of selections from Thucydides, Plato, and Aristotle.

Open to sophomores with permission of the instructor.

Alternate years: offered 1979-80 Miss Cabisius

319f. Roman History (5)

Political and social institutions of the Roman Republic; formation of the Augustan principate; imperial history to the fall of the Western Empire.

Open to sophomores with permission of the instructor.

Alternate years: not offered 1979-80 Miss Cabisius

340SR. Roman Art and Architecture (5)

An introduction to the Roman legacy in architecture, sculpture, painting, and the minor arts, with brief consideration of Greek precedents, especially of the Hellenistic period.

Rome, Italy; summer 1979 Miss Zenn

341s. Greek and Roman Art and Architecture (5)

An historical survey of the art and architecture of the pre-Greek and early Greek cultures of the Aegean, of Greece, and of Rome through the period of Constantine.

Not open to students who have had 340SR.

Alternate years: offered 1979-80 Miss Zenn

Economics

Associate Professors: Edward C. Johnson
William H. Weber, III (Chairman)
Lecturer: Martin B. Roberts

Economics is the study of the production and distribution of goods and services and of the various institutions through which this has been and is now carried on. Current economic theory is taught with reference to past thought and theory so as to emphasize the evolutionary character of the development of economics as a social science. Methods of theory construction and analysis useful in the task of understanding both the social implications of any form of economic system and the management and organization of enterprises, public or private, are taught.

Economics 204 and 205 are prerequisite to all 300-level courses except Economics 309 and 311, each of which requires only 204. Certain 300-level courses have prerequisites in addition to Economics 204 and 205. All students majoring in economics are required to take Economics 303, 306, and 332, as well as a year of calculus and a course in statistics.

Students planning graduate work in either economics or business are advised to take two years of calculus, as well as an introductory course in computer programming. The department offers a number of courses preparatory to a career in business, and of these 311 and 312 (Accounting and Economic Decision-Making) are considered essential.

REQUIREMENTS FOR THE MAJOR

204-205, 303, 306, 332

Mathematics 115 or 328; 120-121

Economics 311 not applied toward minimum 45-hour major

204f. Introductory Economics I

(5)

A study of the causes of unemployment, inflation, and economic growth, including the role of government fiscal and monetary policy.

Open to freshmen.

Mr. Johnson, Mr. Weber

205w. Introductory Economics II

(5)

A continuation of 204, emphasizing the operation of a market economy.

Prerequisite: 204 or permission of the department

Open to freshmen.

Mr. Johnson, Mr. Weber

215s. Economic and Social Systems**(5)**

A comparative study of the organization of economic life under capitalism, socialism, communism, fascism.

Prerequisite: 204 or permission of the instructor

Alternate years: not offered 1979-80

Mr. Johnson

216s. American Economic History and Development**(5)**

The development of the American economy from colonial times to the present. Emphasis on growth theory and application to specific periods and industries.

Prerequisite: 204 or permission of the instructor

Open to freshmen.

Alternate years: offered 1979-80

Mr. Johnson

300-level courses are open by permission of the instructor to sophomores who meet the prerequisites.

303s. Labor Economics**(5)**

Study of labor-management relations, the labor movement, the laws and public policies governing labor, and the economic impact of these in terms of wages, prices, and national income.

Prerequisite: 204 or permission of the instructor

Mr. Johnson

306s. Microeconomics**(5)**

An advanced study of economic principles concentrating on microeconomic analysis.

Prerequisite: 204-205

Mr. Weber

309w. Money and Banking**(5)**

Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity.

Prerequisite: 204-205 or 205 corequisite

Mr. Johnson

310f. Corporate Finance**(5)**

A study of the economics of business finance, including topics such as sources and uses of funds; capital budgeting and capital costs; stocks and bonds; and financial markets.

Prerequisite: 204-205, 306

Alternate years: offered 1979-80

Mr. Weber

311w. Accounting and Economic Decision-Making I**(5)**

Introduction to the principles of accounting theory and to the application of these principles in business and government. The design of accounting systems is stressed.

Prerequisite: 204

Mr. Roberts

- 312s. Accounting and Economic Decision-Making II (5)**
A continuation of 311.
Prerequisite: 311 Mr. Roberts
- 313f. Marketing (5)**
Planning, organizing, and controlling the marketing function in a corporate setting.
Prerequisite: 204-205; 306 recommended
Alternate years: not offered 1979-80 Mr. Weber
- 317w. Theories of Management and Organization (5)**
Change and development in and the management of complex organizations.
Prerequisite: 204-205
Alternate years: not offered 1979-80 Mr. Weber
- 330f. Fundamental Methods in Mathematical Economics (5)**
The application of advanced topics in calculus to model building in economics and sociology.
Prerequisite: 204-205; Mathematics 120-121
Mathematics 201 recommended
Alternate years: not offered 1979-80 Mr. Weber
- 331s. International Economics (5)**
An examination of international trade and finance.
Prerequisite: 204-205
Alternate years: not offered 1979-80 Mr. Weber
- 332f. Macroeconomics (5)**
A survey emphasizing general equilibrium conditions. Model building and analysis of theories of business cycles, inflation, and growth. Evaluation of theoretical bases for various monetary and fiscal policies.
Prerequisite: 204-205 Mr. Johnson
- 334w. Theories of Economic Growth, Development, and Planning (5)**
A critique of the various theories which have been offered as explanations of the forces governing change and development in the Third World.
Prerequisite: 204-205
Alternate years: offered 1979-80 Mr. Weber
- 336s. Public Finance (5)**
A study of the political aspects of the operation of the economy and the economic aspects of the operation of the government.
Prerequisite: 204-205
Alternate years: offered 1979-80 Mr. Weber

410f,w,s. Special Study

Supervised intensive study in a special field of economics.

(3 or 5)

The Department

490. Independent Study**(6-10)**

The Department

Education

Professor: Margaret P. Ammons (Chairman)

Lecturers: Rebecca Fleischman

Gué P. Hudson

additional appointment to be made

Teacher education at Agnes Scott is a college-wide enterprise. The department of education does not offer a major, but exists as one of many departments that contribute to the future teacher's curriculum. Programs in the various teaching fields are planned by a teacher education committee consisting of representatives from several departments, including education.

Teacher education programs should be planned no later than the end of the sophomore year. Students will be advised regarding requirements and assisted in planning for necessary courses.

STATE-APPROVED REQUIREMENTS FOR CERTIFICATION

Students who complete satisfactorily a planned, state-approved program are automatically eligible for a T-4 certificate to teach in Georgia on the elementary or secondary level. Candidates for the elementary certificate must choose the K-4 or the 4-8 certificate. Out-of-state students may meet certification requirements in their respective states; they are urged to study their state requirements at the time of projecting programs in order that proper guidance may be given. Copies of requirements from all states are on file in the education department.

The professional quarter involves an integrated program which includes the study of procedures and materials of instruction, extensive classroom observation and teaching, and advanced study of pupils and school organization.

Summer experience working with children in such programs as Headstart, day care nurseries, and summer schools and camps is encouraged. Rising seniors who have been admitted to the professional quarter are required to participate in a September Practicum. Students will be contacted by a member of the education department so that individual arrangements may be made.

Students in the teacher education program are advised to take the National Teacher's Examination. Examination dates are announced by the Educational Testing Service and are available in the education department.

Elementary

Psychology 101, preferably prior to the junior year

Completion of any major offered by the college

Education 201 (Psychology 209), Education 304, 306, 307, 308, 380, 420E, 421E, 440E

Completion of courses designated as special fields for the elementary teacher:

- (a) A minimum of three courses in the arts: Art 229, Music 340, Elementary Games
- (b) A minimum of two courses in science and mathematics: one course in laboratory science (biology recommended) and one course in mathematics (101 or 120)
- (c) A minimum of two courses in the social sciences: one course in history (American recommended) and an additional course in political science, economics, or sociology
- (d) A program of directed reading in children's literature (with subsequent evaluation) approved by the department of education for the summer before the senior year, or a summer session course in children's literature
- (e) A September Practicum

Secondary

Psychology 101, preferably prior to the junior year

Completion of a major in one of the five fields approved for certification: English, foreign language, mathematics, science, social studies

Education 202 (or 201 with permission of the department), 311-312, 380, 430S, 431S, 440S

A September Practicum

English majors: Education 304

Modern foreign language majors: a course in the culture and civilization of the country whose language they are preparing to teach

201f (Psychology 209). Child Psychology (5)

A study of the development of the individual from conception to adolescence.

Prerequisite: Psychology 101

Mrs. Drucker

202s (Psychology 210). Adolescent Psychology (5)

A study of the development of the individual from the end of childhood to the beginning of young adulthood.

Prerequisite: Psychology 101

Mrs. Ilgaz-Carden

304f or w. Teaching of Communication Arts — Elementary School (5)

Designed to develop special techniques in the teaching of reading, writing, speaking, and listening, and to study materials (including media) used in

instruction. 4 LEC, 1½ hours in an elementary classroom

Open to sophomores. Not to be taken concurrently with 306.

Miss Ammons

306f or w. Teaching of Social Studies — Elementary School (3)

Designed to acquaint the student with methods, materials (including media), and content of the social studies programs in the elementary school. 3 LEC, 1 hour in an elementary classroom

Not to be taken concurrently with 304.

307f. Teaching of Mathematics in the Elementary School (3)

A study of techniques, media, and materials used in teaching mathematics in the elementary school. 3 LEC, 1 hour in an elementary classroom

Prerequisite: Mathematics 101 or 120

Open to sophomores with permission of the department chairman.

Mrs. Hudson

308w. Teaching of Science in the Elementary School (3)

A study of techniques, media, and materials used in teaching science in the elementary school. 3 LEC, 1 hour in an elementary classroom

Prerequisite or corequisite: Chemistry 250f-w

Prerequisite: Biology 100, 102 or 105; or Chemistry 100; or

Physics 210

Open to sophomores with permission of the department chairman.

Mrs. Hudson

311f. The Teaching Process — Secondary (2)

A study of teaching strategies and instructional media with application in secondary schools. 2 LEC, 1 hour in a secondary classroom

Corequisite: 312

Majors in English, foreign languages, social studies, mathematics, sciences

312f. Special Methods of Teaching (3)

A study of methods, materials, and content of secondary school subject-matter areas.

Corequisite: 311

Majors in English, foreign languages, social studies, mathematics, sciences

Mrs. Hudson, Mrs. Pepperdene, Mrs. Kaiser

370f. Curriculum Development: Theory and Practice (3)

A study of selected authorities who have investigated two major educational questions: How should a curriculum be determined? What should the curriculum of an educational institution be?

Prerequisite: 304 or 306 or 307 or 308 or 311-312 or permission of the instructor

Miss Ammons

380f. Children and Youth with Special Needs (5)
Study of major areas of exceptionality, including identification and teaching of children and youth with such exceptionalities. 5 LEC, 2 hours in a special classroom
Mrs. Fleischman

410f or w. Special Study (3 or 5)
Supervised study in a selected field of education. The Department

The Professional Quarter

The professional quarter is open with permission of the Committee on Teacher Education to students who have shown appropriate scholastic aptitude and personality traits. The evaluations made by the students' major professors and instructors in prerequisite courses will weigh heavily in selections.

Elementary

420Es. Student Teaching (10)
Application for student teaching must be made in the winter quarter of the junior year.

Prerequisite: 304, 306, 307, 308, 380, September Practicum

Corequisite: 421E, 440E

421Es. Problems Seminar (3)
Individual and group study of children and of curriculum based on experiences in 420E.

Corequisite: 420E, 440E

440Es. American Education (3)
A study of the historical background and of current issues in education.
Corequisite: 420E, 421E

Secondary

430Sw or s. Student Teaching (10)
Application for student teaching must be made in the winter quarter of the junior year. Winter: Majors in foreign languages, social studies; Spring: Majors in English, mathematics, social studies, sciences.

Prerequisite: 311-312, 380, September Practicum

Additional prerequisite for English majors: 304

Corequisite: 431S, 440S

431Sw or s. Problems Seminar (3)
Individual and group study of youth and curriculum based on experiences in 430S.

Corequisite: 430S, 440S

440Sw or s. American Education**(3)**

A study of the historical background and of current issues in education.

Corequisite: 430S, 431S

English

Professors: Jack L. Nelson

Margaret W. Pepperdene (Chairman)

Associate Professors: B. W. Ball

Jo Allen Bradham

Patricia G. Pinka

Linda L. Woods

Assistant Professors: David A. Barton

Anne B. Warner

The curriculum of the English department is constructed to give the student a breadth of knowledge and depth of understanding of English and American literature and to provide her the opportunity to learn to read literature with perception and delight and to write about it critically and imaginatively.

A student majoring in English is required to take work in medieval literature, Shakespeare, seventeenth- or eighteenth-century English literature, nineteenth-century English literature, and American literature. She has a choice of courses within each required area and a choice of electives in these or other fields, especially in modern British and American literature, to complete her major hours. In addition to the basic English major the department offers a major in English and Creative Writing and interdepartmental majors in Art History-English Literature and History-English Literature. With the approval of the department a student may also design a program of concentrated study in which she emphasizes her major interests in literature and chooses complementary courses from other disciplines. For example, she may plan a program in medieval studies, Renaissance studies, or American studies. The department provides the opportunity for its majors to study at British universities in the junior year and to participate in internships in the senior year.

All advanced literature courses in the department have as a prerequisite English 211 (9 hours) or one of its equivalents: a combination of English 211 (6 hours) and English 212 (3 hours); a score of 4 or 5 on the College Board Advanced Placement Examination in English Literature; or two 300-level courses in English literature if the student has been exempt from English 211 on the recommendation of her instructor in English 101 or 102.

REQUIREMENTS FOR THE MAJOR

English

Basic course: 211 (9 hours) or equivalent

One of the following: 305, 306, 312

One of the following: 313, 314

One of the following: 327, 328, 361, 362

One of the following: 321, 322, 335

One of the following: 331, 332, 333

English and Creative Writing

Basic course: 211 (9 hours) or equivalent

One of the following: 305, 306, 312

One of the following: 313, 314

One of the following: 327, 328, 361, 362

Two of the following: 320, 321, 322, 323, 335 *or*

Two of the following: 332, 333, 336

201 or 202 or 203

340 or 341 or 342

415 or 490 in Creative Writing

The College distribution requirement in English composition and reading, required of every candidate for the degree unless a similar course is offered as transfer credit from another academic institution, is fulfilled by English 101 or 102. English 101 is the basic course for all other work in the English department, except for students who are admitted to 102. A student is admitted to 102 by the chairman of the department on the basis of CEEB verbal score, English Achievement Test score, and high school record.

101. Approach to Literature and Composition (9)

Critical reading of literary types. Writing of critical and expository papers, with individual conferences on problems of writing. The Department

101w-s. Special Section (9)

Admission by permission of the department chairman. Mrs. Warner

102. Literature and Composition (9)

An intensive study of selected prose, fiction, drama, and lyric poetry, with constant practice in critical writing and regular individual conferences.

Mr. Nelson, Mrs. Pepperdene

210f. Advanced Composition (3)

Designed for the student who wishes to develop and refine her use of language in various forms of expository writing. Mrs. Warner

Creative Writing

201w,s. Introduction to Narrative Writing (3 or 6)
Principles and forms of narrative writing. Illustrative readings and frequent writing.

Prerequisite: permission of the instructor

Open to freshmen.

Mr. Ball

202w. Introduction to Writing Poetry (3)
Some study of the traditional, with emphasis on the contemporary forms and techniques of writing.

Prerequisite: permission of the instructor

Open to freshmen.

Mr. Barton

203s. Introduction to Writing Plays (3)
Study of the resources of the theatre and essentials of the playwright's craft from beginning to completed script; reading of several one-act plays. Each student required to complete a one-act play for public reading or performance.

Prerequisite: permission of the instructor

Open to freshmen.

Mr. Barton

341f. Writing Workshop: Fiction (5)
Guidance in revising and preparing publishable material. Individual conferences and group workshop sessions.

Prerequisite: 201 or permission of the instructor

Not open to students who have had 340 in fiction.

Mr. Ball

342w. Writing Workshop: Poetry or Drama (5)
Guidance in revising and preparing publishable material. Individual conferences and group workshop sessions.

Prerequisite: 202 or 203 or permission of the instructor

Not open to students who have had 340 in poetry or drama.

Mr. Barton

415f,w,s. Advanced Creative Writing (3 or 5)
Individual conferences with emphasis on sustained creative writing projects in poetry, fiction, or drama.

Prerequisite: 340 or permission of the instructor

Mr. Ball, Mr. Barton

490. Independent Study in Creative Writing (6-10)
Mr. Ball, Mr. Barton

Literature

211. Introduction to English Literature (9)
A study of the masterpieces in historical context and sequence.

The Department

- 211f-w.** (6)
Not offered 1979-80

English 211(9) or a combination of English 211(6) and English 212(3) is prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted from taking English 211 upon recommendation of the instructor in English 101 or 102.

- 212s. Studies in Modern English Literature** (3)
Prerequisite: permission of the department
No more than 3 hours in 212 may count toward the degree requirement in literature.
Not offered in 1979-80

300-level courses are open to sophomores by permission of the chairman.

- 301f. Prosody** (1)
A close study of metrics and other aspects of "form" in poems.
Mr. Barton, Mr. Nelson

- 305s. Chaucer** (5)
Troilus and the minor poems.
Alternate years: not offered 1979-80 Mrs. Pepperdene

- 306f. Chaucer** (5)
The Canterbury Tales. Mrs. Pepperdene

- 312w. Old English** (5)
Readings in Old English prose and poetry, including most of Beowulf.
Alternate years: offered 1979-80 Mrs. Pepperdene

- 313w. Shakespeare** (5)
A study of one of the tragedies and some of the comedies and chronicle plays.
Mr. Ball

- 314s. Shakespeare** (5)
A study of several great tragedies. Mr. Ball

- 320f. Modern Poetry** (5)
Selected British and American poets of the twentieth century. Mr. Barton

- 321w. Poetry of the Romantic Period** (5)
Primary emphasis upon the poetry of Wordsworth, Coleridge, and Keats, along with selected poems of Shelley and Byron. Mr. Nelson

- 322s. Poetry of the Victorian Period** (5)
Tennyson, Browning, Arnold, and Hopkins.
Alternate years: offered 1979-80 Mr. Nelson
- 323s. Modern Drama** (5)
Selected plays of modern dramatists. Mrs. Woods
- 327f. Classical Period: Dryden, Swift, and Pope** (5)
Miss Bradham
- 328s. Classical Period: Johnson and His Age** (5)
Alternate years: offered 1979-80 Miss Bradham
- 329s. Restoration and Eighteenth-Century Drama** (3)
Alternate years: not offered 1979-80 Miss Bradham
- 331f. American Literature to Middle of the 19th Century** (5)
Emphasis on Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne.
Alternate years: not offered 1979-80 Mrs. Woods
- 332f. American Literature** (5)
The second half of the nineteenth century, especially Melville, Emily Dickinson, Whitman, Mark Twain, Henry James.
Alternate years: offered 1979-80 Mrs. Woods
- 333w. American Literature** (5)
Twentieth-century fiction.
Alternate years: offered 1979-80 Mrs. Woods
- 334w. Southern Literature** (3 or 5)
Reading in the literature of the American South of the twentieth century with emphasis on such figures as Faulkner, Wolfe, Warren, and Ransom.
Students taking course for 5 hours credit will do independent work.
Alternate years: not offered 1979-80 Mrs. Woods
- 335s. The English Novel from Richardson to Eliot** (5)
Alternate years: not offered 1979-80 Mr. Nelson
- 336s. The Modern British Novel** (5)
A study of several modern novelists with emphasis on Joyce, Lawrence, and Woolf. Mr. Barton
- 361w. Prose and Poetry of the 17th Century** (5)
Emphasis on the writings of Donne, Jonson, Herbert, Marvell, Bacon, and Browne. Mrs. Pinka

362s. Milton

(5)
Mrs. Pinka

405. Seminar

Not offered 1979-80

(5)

410f,w,s. Special Study

Study of selected texts to meet the needs of individual students.

(3 or 5)

The Department

490. Independent Study in English or American Literature

(6-10)

The Department

French

Associate Professors: Frances C. Calder (Chairman)

Claire M. Hubert

Huguette D. Kaiser

Assistant Professor: Christabel P. Braunrot

The French Department has as its goals accuracy and fluency in the written and spoken language and knowledge and appreciation of the literature and culture of France.

New students who make a satisfactory score on the exemption examination may be exempt from the foreign language requirement for graduation. All new students electing French, depending upon their preparation, will be placed directly in the appropriate French course or will be asked to take a placement test.

French 235 plus an additional French literature course of three or more hours on the 300 level will satisfy the literature requirement for graduation. Note that French 235 is the prerequisite for all French courses on the 300 level.

Students, if qualified, may spend their junior year in France on an approved program. Such students should consult the department chairman early in their sophomore year.

A French Assistant comes from France each year to live on the French Hall with students desirous of speaking French in the dormitory. To be eligible for residence on the French Hall, students must be enrolled in a French course on or above the intermediate level. Application for residency should be made to the Office of the Dean of Students. "La Table Francaise" in the dining hall welcomes students on all levels of French proficiency. The French Club involves students in programs of plays, songs, poetry, and slides. The language laboratory is open to all foreign language students.

The department recommends for the French major the following electives in other departments: History 102, 309; Classics 309, 310; English 211; Art 103, 308; Philosophy 206, 207, 307; another foreign language.

REQUIREMENTS FOR THE MAJOR

235, 305, 336; a minimum of sixteen additional hours on the 300 level
Elective French courses to complete the major should be representative of various centuries and genres.

01. Elementary (9)

For students who begin French in college. Equivalent of two years secondary school preparation. Credit awarded if taken as a fourth language, or if followed by 101.

The Department

101. Intermediate (9)

Practice in the aural, oral, and written use of the language; training in the essentials of grammar; study of some representative types of French literature. Selected students may be placed in an Honors Section fall quarter to be followed by 235w-s upon recommendation of the instructor. Supplementary sections are required for students whose preparation is inadequate or who made a grade of C or below in 01.

Prerequisite: 01 or 2 entrance credits

The Department

103. Readings from French Literature (9)

Selected literary works. A review of grammar. May be followed by 235w-s after fall quarter upon recommendation of the instructor.

Prerequisite: 3 entrance credits or 101 with grade B- or below

Mrs. Braunrot

207f. Intermediate French Conversation (3)

Prerequisite: 101 with grade B- or above

Alternate years: offered 1979-80

The Department

210s. French Writers of the Twentieth Century (3)

Readings in translation from Camus, Sartre, Ionesco, and others.

Not open to French majors.

Alternate years: offered 1979-80

Mrs. Hubert

235f-w or w-s. Topics in French Literature (6)

A central theme ("l'engagement" in 1979-80) as it is treated by several great writers. Oral and written discussion of the literature read. A review of grammar. Prerequisite to all 300-level courses.

Prerequisite: 101 with grade B or above, or 103, or four or more entrance credits

Mrs. Hubert, Mrs. Kaiser

- 305. Advanced French Language Study** (9)
Mrs. Kaiser
- 308f. French Civilization** (3)
Alternate years: offered 1979-80 The Department
- 336s. Seventeenth Century French Literature** (5)
"L'Age d'Or" (Classicism). Selected works of Descartes, Corneille, Pascal, Molière, Racine, and others. Mrs. Calder
- 340w. Medieval French Literature** (3)
A study in modern French of *La Chanson de Roland*, *Tristan*, Marie de France, Chrestien de Troyes, the *Fabliaux*, *Le Roman de Renard*, *Le Roman de la Rose*.
Alternate years: offered 1979-80 Mrs. Calder
- 355f. The Novel** (5)
Eighteenth and early nineteenth centuries.
Alternate years: offered 1979-80 Mrs. Braunrot
- 356w. The Novel** (5)
From Balzac through Zola.
Alternate years: offered 1979-80 Mrs. Braunrot
- 357w. The Novel** (5)
Selections from fiction of the twentieth century.
Alternate years: not offered 1979-80 Mrs. Hubert
- 358w. The Drama** (5)
Origins through the eighteenth century.
Alternate years: not offered 1979-80 Mrs. Calder
- 361s. French Poetry** (3)
Lyric poetry of the nineteenth century after 1850.
Alternate years: offered 1979-80 Mrs. Braunrot
- 363f. Baudelaire** (3)
Alternate years: not offered 1979-80 Mrs. Hubert
- 367f. Proust** (3)
Alternate years: offered 1979-80 Mrs. Hubert
- 370w. Contemporary French Poetry** (3)
Alternate years: not offered 1979-80 Mrs. Hubert
- 372f. Contemporary French Drama** (5)
Alternate years: not offered 1979-80 Mrs. Kaiser

- 373f. Camus** (3)
 Alternate years: offered 1979-80 Mrs. Calder
- 380s. Poetry and Prose of the Sixteenth Century** (5)
 Alternate years: offered 1979-80 Mrs. Kaiser
- 382w. Eighteenth Century: "Les Philosophes"** (3)
 A study of the ideas of Montesquieu, Voltaire, Diderot, and Rousseau.
 Alternate years: not offered 1979-80 Mrs. Braunrot
- 383s. French Romanticism** (5)
 A study of the Romantic movement in the novel, theatre, and poetry of the nineteenth century.
 Alternate years: not offered 1979-80 Mrs. Kaiser
- 390w. Seminar** (3)
 Topic to be announced.
 Prerequisite: French 336
 Alternate years: not offered 1979-80 The Department
- 410f,w,s. Special Study** (3 or 5)
 Supervised study to meet the needs of individual students. The Department
- 490. Independent Study** (6-10)
 Qualified students may elect to participate in an Independent Study Program for two quarters of their senior year. Approval by the French Department and the Independent Study Committee is necessary. The Department

German

Professor: Gunther Bicknese (Chairman)
Associate Professor: Ingrid E. Wieshofer
Lecturer: Viola G. Westbrook

Each course offered by the department emphasizes the communicational skills of speaking, understanding, and writing. Linguistic and cultural aspects of the German-speaking world are presented at all levels. In the intermediate and advanced courses, a wide selection of classical and contemporary works in German literature are read.

All teachers in the department are native speakers of German which is the language of instruction in all literature and culture courses. Majors and non-majors alike are encouraged to live on the German Hall, a German-speaking campus community. Qualified students may participate in an intensive six-week Summer Study Program at the University of Marburg in Germany. This program is offered in alternate years.

Students with a previous background in German will be placed in accordance with their proficiency. Even without such a background, a student may elect German as her major if she enrolls in elementary German as a freshman.

If a student begins the study of German in her sophomore year, she still can fulfill the requirements for the major provided she participates in the Summer Study Program in Germany.

Students considering a double major should consult with the department chairman as early as possible.

REQUIREMENTS FOR THE MAJOR

01, 101; 200 or 202; 206-207-208 (or 205); 221, 222, 223, 301, 304, 401
Two of the following: 305, 306, 307, 308, 350

01. Elementary

Emphasis on speaking and on understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts. Credit awarded if taken as a fourth language, or if followed by 101.

Mr. Bicknese, Miss Wieshofer

101 or 101SG. Intermediate

Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts.

Prerequisite: 01 or 2 entrance credits

Mrs. Westbrook, Miss Wieshofer

101SG: Marburg, Germany; summer 1980

200SG. Phonetics**(1)**

Theoretical and practical aspects of German pronunciation with intensive drills.

Not open to students taking 101SG or to students who have had 202.

Instructor from University of Marburg

202w. Phonetics**(2)**

Theoretical and practical aspects of German pronunciation with intensive drills.

Prerequisite: 01 or equivalent

Not open to students who have had 200SG.

Mrs. Westbrook

206f or SG. Composition**(2)**

A practical course designed to develop fluency in writing German.

Prerequisite: 101

Corequisite: 208

Not open to students who have had 205.

Miss Wieshofer

SO6SG: Marburg, Germany; summer 1980

207f or SG. Conversation**(2)**

A practical course designed to develop fluency in oral communication.

Prerequisite: 101

Corequisite: 208

Not open to students who have had 205.

Miss Wieshofer

207SG: Marburg, Germany; summer 1980

208f or SG. Grammar Review**(1)**

Corequisite: 206 or 207

Not open to students who have had 205.

Miss Wieshofer

208SG: Marburg, Germany; summer 1980

213SG. German Civilization**(3)**

Prerequisite: 101

Marburg, Germany; summer 1980

Mr. Bicknese, Instructors from University of Marburg

221f. Introduction to German Poetry**(3)**

Ballads and lyric poetry in the nineteenth and twentieth centuries. Prerequisite to all 300-level courses.

Prerequisite: 101 or equivalent

Mr. Bicknese

222w or SG. Introduction to the German Drama**(3)**

A classical drama and representative contemporary Hörspiele. Prerequisite to all 300-level courses.

Prerequisite: 101 or equivalent

Miss Wieshofer

222SG: Marburg, Germany; summer 1980

Courses of Instruction

- 223s or SG. Introduction to German Prose** (3)
A study of selected *Novellen* and a contemporary novel. Prerequisite to all 300-level courses.
Prerequisite: 101 or equivalent
223SG: Marburg, Germany; summer 1980 Mr. Bicknese
- 301f. Goethe's *Faust*** (3)
An intensive study of *Part I* and highlights from *Part II*. Mr. Bicknese
- 304w. Drama and Prose of the Nineteenth Century** (5)
Analysis of representative works of the period. Miss Wieshofer
- 305s. Contemporary Drama** (3 or 5)
Emphasis on Brecht's epic theater and the Swiss playwrights.
Alternate years: not offered 1979-80 Mr. Bicknese
- 306w. Franz Kafka** (3 or 5)
Discussion of major short stories and selections from the novels.
Alternate years: offered 1979-80 Mr. Bicknese
- 307w. Existentialist Currents in 19th-and 20th-Century Literature** (3 or 5)
Analysis of a limited number of works dealing with basic problems of existence.
Alternate years: not offered 1979-80 Mr. Bicknese
- 308s. German Life and Thought** (5)
Cultural, political, and socioeconomic developments and their historical background in the German-speaking countries.
Alternate years: not offered 1979-80 Mr. Bicknese
- 350w,s, SG. Advanced Reading Course** (3 or 5)
Mr. Bicknese, Miss Wieshofer
350SG: Marburg, Germany; summer 1980
Mr. Bicknese, Lecturers from University of Marburg
- 401s. History of German Literature** (5)
Literary trends from the Middle Ages to the present as exemplified by representative works of the various periods. Miss Wieshofer
- 490. Independent Study** (6-10)
Independent research is arranged under the supervision of a member of the department. Results are presented both orally and in writing.
Mr. Bicknese, Miss Wieshofer

Greek

See Classical Languages and Literatures

History and Political Science

Professors: Michael J. Brown

Geraldine M. Meroney

Associate Professors: Penelope Campbell (Chairman)

John L. Gignilliat¹

Assistant Professors: Augustus B. Cochran, III¹

Steven A. Haworth

Lecturer: Mildred L. Petty

History

The history curriculum offers courses in five major areas: Early United States; Modern United States; Early Europe, including Great Britain; Modern Europe; and Africa and Asia. Students who major in history may concentrate in any of these areas but must also fulfill the distribution requirement which ensures that at least some work will be done in several different fields of historical study. A student's probable area of major interest should be considered in her selection of introductory courses.

Periodically the department offers a program of summer study in Great Britain. Accommodations are in British universities and distinguished British professors participate as visiting lecturers. Internships in the Atlanta area can be arranged for history majors. Any interested student should consult with the department chairman as early as practicable in her college career.

REQUIREMENTS FOR THE MAJOR

One of the following: 101, 102, 103, 204, 205-206, (104, 105)

A minimum of 36 hours on the upper-division level, including at least one course from four of the following groups:

(a) 305, 306, 308, 335, 336

(b) 301, 309, 311, 314, 315

(c) 354, 356, 357, 358, 359

(d) 320, 321, 322, 325

(e) 317, 323, 324, 328

¹On leave 1979-80

- 101. European Civilization (9)**
A study of the development of European culture with emphasis upon periods of unique achievement from fifth century Athens to the present, using historical literature and primary sources.
Not open to students who have had 102 or 103. Miss Meroney
- 102 or 102f-w or 102w-s. Europe Since the Middle Ages (9 or 6)**
A survey of the history of Europe from the Renaissance to the present.
Not open to students who have had 101 or 103. Mr. Brown
- 103 or 103f-w or 103w-s. Modern Global History (9 or 6)**
The political, social, and economic relations of Europe, Asia, Africa, and the Americas since 1500.
Not open to students who have had 101 or 102. Miss Campbell
- 204 or 204f-w or 204w-s. History of England (9 or 6)**
A general survey of the history of England from the Roman conquest to the present.
Mr. Brown
- 205f. History of the United States to 1876 (5)**
A general survey of the history of the United States from the colonial origins through Reconstruction.
Not open to students who have had 105. Mr. Gignilliat
- 206w. History of the United States Since 1876 (5)**
A general survey of the history of the United States since Reconstruction.
Not open to students who have had 105. Mr. Gignilliat
- 300-level courses are open to sophomores by permission of the chairman.**
- 301s. Twentieth Century Europe (5)**
A study of political, economic, social, and cultural developments in the major European countries.
Miss Meroney
- 305f. Medieval Civilization (5)**
The political, social, and intellectual institutions of Europe during the period of the High Middle Ages.
Miss Meroney
- 306w. The Renaissance (5)**
A study of Italian and northern humanism and Erasmian reform.
Miss Meroney
- 308s. The Reformation (5)**
A study of the changes in church and state from the time of Luther to the end of the wars of religion.
Alternate years: offered 1979-80 Mr. Brown

309f. The French Revolution and Napoleon (5)

A study of the causes and events of the French Revolution; its influence upon Europe; Napoleon's rise and fall.

Mr. Brown

311w. Nineteenth-Century Europe (5)

The chief problems of the period, including the rise of new social classes and demands for economic and political reform.

Alternate years: not offered 1979-80

Miss Campbell

314f. Intellectual History of Modern Europe I: 17th and 18th Centuries (3)

A study of the scientific revolution and its impact on social, religious, and political thought.

Miss Meroney

315w. Intellectual History of Modern Europe II: 19th and 20th Centuries (3)

A study of the ideas which have influenced modern thought to the present.

Miss Meroney

317s. The New South (5)

A study of political, economic, and cultural changes in the South since the Civil War.

Mr. Gignilliat

318s. Topics in American Political Biography (5)

Not offered 1979-80

Mr. Gignilliat

320f. American Colonial History to 1763 (5)

An examination of the problems of settlement and the development of an American identity in society and politics.

321w. The American Revolution and Early National Period, 1763-1815 (5)

The severance of the political, social, and economic ties with England and the development of a national identity.

324s. Civil War and Reconstruction (5)

The outbreak of the Civil War; the war years; the political, economic, and social consequences to 1876.

Mr. Gignilliat

325s. Jacksonian America (5)

Political, social, and economic developments in the era of Andrew Jackson with attention to their origins and consequences.

Not offered 1979-80

Mrs. Petty

326f. Intellectual History of the United States (5)

A study of the course of American thought from the ratification of the Constitution to the present.

Not open to students who have had 322 or 323.

Alternate years: not offered 1979-80

Mr. Gignilliat

328w. The United States Since 1918

(5)

Political, cultural, and economic developments since World War I.

Not offered 1979-80

Mr. Gignilliat

335w. England Under the Tudors

(5)

England from 1485 to 1603 with particular emphasis upon the break with Rome under Henry VIII and the beginning of England's imperial role under Elizabeth.

Alternate years: offered 1979-80

Mr. Brown

336w. England Under the Stuarts

(5)

England in the seventeenth century with emphasis upon the social, political, and religious concepts carried to America by the early colonists.

Alternate years: not offered 1979-80

Mr. Brown

341f (Classics 318). Greek History

(5)

Political history of Greece from the Bronze Age through the Hellenistic period, with emphasis upon the development of Athenian democracy; consideration of Greek political theory of the fifth and fourth centuries, including the reading in translation of selections from Thucydides, Plato, and Aristotle.

Open to sophomores with permission of the instructor.

Alternate years: offered 1979-80

Miss Cabisius

342f (Classics 319). Roman History

(5)

Political and social institutions of the Roman Republic; formation of the Augustan principate; imperial history to the fall of the Western Empire.

Open to sophomores with permission of the instructor.

Alternate years: not offered 1979-80

Miss Cabisius

354f. Topics in African and Asian History

(5)

1979-80: Western contacts with China in the nineteenth and twentieth centuries.

Alternate years: offered 1979-80

Miss Campbell

356w. South and Southeast Asia to World War I

(5)

Existing social and political structures on the Indian subcontinent and in Southeast Asia, and establishment of Western colonial empires.

Alternate years: offered 1979-80

Miss Campbell

357w. South and Southeast Asia in the 20th Century

(5)

Dismantlement of colonial empires and the creation of independent nations; attention to contemporary problems.

Not offered 1979-80

Miss Campbell

358w. Sub-Saharan Africa to World War I

(5)

Pre-colonial civilization, western penetration, and European conquest.

Alternate years: offered 1979-80

Miss Campbell

359s. Sub-Saharan Africa in the 20th Century (5)

Colonial rule, independence, and the tasks confronting developing nations.

Miss Campbell

390SE. Social History of Tudor and Stuart England (5)

Study at selected historical sites in England and Scotland. Lectures, reading, and research in the art, music, architecture, religion, education, and mode of life of Elizabethan and Jacobean England. Guest lectures by British historians of the period.

Summer 1980

Mr. Brown

410f,w,s. Special Study (3 or 5)

Supervised study in some field or period of history.

The Department

490. Independent Study (6-10)

Independent research under the supervision of a member of the department.

The Department

Political Science

The political science curriculum offers courses in four subfields: American politics, international relations, comparative politics, and political theory. A major may concentrate in any of these areas. Introductory courses correspond to these subfields, allowing a prospective major to choose her initial courses according to her primary interests. The department does require, however, that majors take courses in at least three subfields. Majors are also required to undertake an individual research project to ensure experience in political science research methods. This requirement may be fulfilled either through the seminar in research methodology or a program of independent study. An optional senior seminar permits an intensive exploration of topics selected annually to reflect the interests of the participants. Majors are urged to consider internships as a means of complementing their classroom studies with practical field experience.

REQUIREMENTS FOR THE MAJOR

At least two of the following: 102, 103, 104, 201, 202, (or 101)

A minimum of 36 hours on the upper-division level, including at least one course from each of the following groups:

(a) 321, 324, 326, 350, 390, (323)

(b) 305, 391, 420, (325, 329)

(c) 339, 357, 359, 392, 395, (335, 336, 346, 348)

393-394 or 490

Students planning to do independent study are urged to take 393.

History 101 or 102 or 103 or 205-206 (or 105)

A maximum of ten hours from the following courses may be applied toward the minimum 45-hour major: 305, 330, 331, 357, 359.

Students planning to do graduate study are advised to take Mathematics 115.

Students majoring in political science are encouraged to participate in an approved internship program. There are several programs available: the Washington Semester (programs in American Government, Foreign Policy, International Development, Criminal Justice, and Urban Policy) and the Georgia Legislative Internship Program. Students may also obtain placement on an individual basis; for example, with the Governor's Internship Program, the DeKalb Legal Aid Society, the DeKalb County Commission, or on a Congressional staff.

102f. Introduction to American Government (5)

A survey of American political institutions and issues: the Supreme Court, Congress, the Presidency, parties, interest groups, and public opinion.

Not open to students who have had 101. Mr. Cochran

103f. Introduction to International Politics (5)

A study of the major problems and trends in world politics, especially since World War II: great power rivalry; revolution in weapons technology; emergence of the Third World; resource scarcity; and the role of international organizations.

Not open to students who have had 101. Mr. Haworth

104s. The Contemporary Political Crisis (5)

The political implications of the world ecological crisis, and an analysis of some of the political theorizing to which it gives rise. The relevance of some past political theorists for the current crisis will be examined.

Not open to students who have had 101. Mr. Haworth

201w. Comparative Politics (5)

A survey of developed and underdeveloped countries with emphasis on problems of political development, institutionalization, and economic growth.

Not open to students who have had 336.

Open to freshmen who have had 102 or 103. Mr. Haworth

202s. Modern Political Thought (5)

An examination of the major theorists whose ideas have shaped the politics and ideologists of the modern world.

Not open to students who have had 325.

Open to freshmen who have had 102 or 103. Mr. Cochran

300-level courses are designed primarily for juniors and seniors, but are open to sophomores who have passed with a grade of B or above, at least two political science courses at the 100 or 200 level.

305s (Philosophy 305). Marx and the Varieties of Socialism (5)

A study of the role of Marx's thought in the development of socialism, beginning with the early Marx and including Engels' orthodoxy, Bernstein's revisionism, Leninism, Maoism, Social Democracy, Eurocommunism, and socialism in the Third World.

Open to juniors and seniors only.

Not offered 1979-80

Mr. Cochran and Mr. Parry

321w. State and Local Government (5)

A study of the political processes at the state and local level with Southern politics providing a substantive focus.

Mr. Cochran

324f. The President and Congress (5)

Leadership in the American polity, emphasizing the organization and behavior of executive and Congressional elites; executive-legislative relations; the relationships of leaders and constituencies.

Alternate years: offered 1979-80

Mr. Cochran

326f. American Political Parties (5)

The organization, operation, and role of parties in the electoral process and government, including certain perennial proposals for reform.

Alternate years: not offered 1979-80

Mr. Cochran

330s (Economics 331). International Economics (5)

An examination of international trade and finance.

Prerequisite: Economics 204-205

Alternate years: not offered 1979-80

Mr. Weber

331s (Economics 336). Public Finance (5)

A study of the political aspects of the operation of the economy and the economic aspects of the operation of the government.

Prerequisite: Economics 204-205

Alternate years: offered 1979-80

Mr. Weber

339w. American Foreign Policy Since 1945 (5)

A study of the United States in the post-war world focusing on the origins of the cold war, efforts toward arms control, and relations with the Third World.

Alternate years: not offered 1979-80

Mr. Haworth

350s. Environment and Politics (5)

A study of the political aspects of major environmental issues including the

management of air and water resources, land use planning, and patterns of energy consumption. In addition to class work, the course will include field trips and lectures by outside experts.

Prerequisite: permission of the instructor

Alternate years: offered 1979-80

Mr. Haworth

357w (History 357). South and Southeast Asia in the 20th Century (5)

Dismantlement of colonial empires and the creation of independent nations; attention to contemporary problems.

Not offered 1979-80

Miss Campbell

359s (History 359). Sub-Saharan Africa in the 20th Century (5)

Colonial rule, independence, and the tasks confronting developing nations.

Miss Campbell

390w (formerly 323). Issues of Public Policy (5)

The processes by which governmental policy is made and implemented, and the evaluation of its impact on society, including an examination of selected policy issues.

Prerequisite: 101 or 102 or 324 or permission of the instructor

Alternate years: offered 1979-80

Mr. Cochran

391w (formerly 329). Contemporary Political Thought (5)

Theories of the emergence of post-industrial society, the politics of mass society, and other analyses of contemporary institutions; competing prescriptions for the political order such as neoconservatism, libertarianism, and radical decentralization.

Prerequisite: 101 or 104 or 202 or permission of the instructor

Alternate years: not offered 1979-80

Mr. Cochran

392w (formerly 335). Topics in Comparative Politics (5)

1979-80: The politics of developing countries.

Prerequisite: 201 or 336 or permission of the instructor

Alternate years: offered 1979-80

Mr. Haworth

393f. Methodology of Political Research (3)

A study of the philosophy of social science and the principal methods of political research.

Open to political science majors only.

Mr. Haworth

394w. Research Analysis (2)

A project which applies the research methods studied in Political Science 393.

Prerequisite: 393

Mr. Haworth

395s (formerly 348). Studies in World Order

(5)

A study of global problems including war, environment, and poverty and alternative systems of world order.

Prerequisite: 103 or 346 or permission of the instructor

Alternate years: not offered 1979-80

Mr. Haworth

410f,w,s. Special Study

(3 or 5)

Supervised study in a selected field of political science.

The Department

420s. Senior Seminar

(5)

In-depth inquiry into selected topics of political science. Each year's topic will be selected in consultation with rising senior majors.

Open to senior political science majors only.

Not offered 1979-80

Mr. Cochran and Mr. Haworth

490. Independent Study

(6-10)

Independent research under the supervision of a member of the department.

The Department

Interdepartmental Majors

See page 131

Latin

See Classical Languages and Literatures

Mathematics

Professor: Sara L. Ripy (Chairman)
Assistant Professors: Robert A. Leslie
Albert D. Sheffer, Jr.
Donald F. Young

The curriculum in the department of mathematics is designed to help students to think clearly and logically, to analyze problems, to understand and be able to use the language, theory, and techniques of mathematics, and to develop skills and acquire mathematical tools needed in the applications of mathematics.

The courses offered give mathematics majors a solid background for graduate study, teaching at the secondary school level, and employment in government and industry.

The chairman of the department makes a recommendation about the appropriate placement in a mathematics course for each entering student. Students who wish to be considered for exemption from Mathematics 120 must take the departmental exemption examination prior to the beginning of classes. Students who are planning to major in mathematics should take Mathematics 120-121 in the freshman year.

REQUIREMENTS FOR THE MAJOR

201, 301, 307, 321

One of the following: 310, 315, 352

One of the following: 309, 312, 328

Mathematics 115 not counted toward the minimum 45-hour major if taken after completion of 328

101f-w or w-s. Finite Mathematics

(6)

A study of topics appropriate to the social and management sciences. The topics are selected from set theory, logic, matrix algebra, probability, linear programming, mathematical models, computer programming, and financial mathematics.

The Department

115w or s. Elementary Statistics

(4)

A study of statistical measures and distributions, probability and its application to statistical inference, decision making, linear correlation, nonparametric methods, and applications in the natural and social sciences.

Mr. Leslie, Miss Ripy

120f-w. Introductory Calculus, Analytic Geometry I

(6)

A study of limits, derivatives of functions, analytic geometry, techniques of integration, applications.

The Department

121s. Introductory Calculus, Analytic Geometry II (3)

Continuation of 120.

Prerequisite: 120

The Department

150f or s (formerly 220). Introduction to Computer Programming (3)

An introduction to computers, principles of operation, BASIC programming language, programming techniques, and applications.

Prerequisite: 101 or 120 or permission of the department chairman

Mr. Leslie, Mr. Sheffer

201. Differential and Integral Calculus (9 or 6)

Continuation of 121 to include series, Taylor's expansion, multi-variate calculus, partial differentiation. Students not majoring in mathematics may take 201f-w for credit of 6 quarter hours.

Prerequisite: 120-121

Mr. Young

301f. Fundamentals of Real Analysis (5)

A study of real-valued functions of a real variable which includes algebraic and topological properties of the real numbers and a rigorous development of limits, continuity, differentiation, and integration.

Prerequisite: 201

Miss Ripy

307f. Linear Algebra (5)

A study of vector spaces, linear transformations, matrices, and determinants, with applications to systems of linear equations, geometry, and other selected topics.

Prerequisite: 201 or permission of the department chairman

Mr. Young

309w. Differential Equations (5)

A study of first and second order differential equations, applications, linear differential equations, numerical and series solutions, boundary value problems, and existence and uniqueness theorems.

Prerequisite: 201

Alternate years: offered 1979-80

Mr. Young

310s. Advanced Calculus (5)

A study of elementary set theory, an introduction to the real and complex number systems, elementary topology of Euclidean spaces, and calculus of real-valued functions of one and several variables.

Prerequisite: 301

Alternate years: not offered 1979-80

Miss Ripy

312w. Introduction to Numerical Analysis (5)

A study of topics selected from methods of obtaining numerical solutions of equations, systems of linear and non-linear equations, numerical integration

and differentiation, curve fitting, and initial and boundary value problems of ordinary differential equations.

Prerequisite: 201; 150 or 220

Alternate years: not offered 1979-80

Mr. Leslie

314w. Introduction to Modern Geometry (5)

Affine, projective, and Euclidean geometries and their postulational development.

Prerequisite: 201

Alternate years: not offered 1979-80

Mr. Young

315w. Topology (5)

An introduction to topological and metric spaces, continuity, compactness, and connectedness, with special emphasis on the topology of R^n .

Prerequisite: 301

Alternate years: offered 1979-80

Mr. Sheffer

321w. Introduction to Modern Abstract Algebra (5)

A study of important algebraic structures, including groups, rings, integral domains, and fields.

Prerequisite: 201

Mr. Sheffer

322s. Modern Abstract Algebra (5)

A more intensive study of the topics of 321, with an introduction to Galois theory.

Prerequisite: 321

Mr. Sheffer

328f. Mathematical Statistics and Probability (5)

An introduction to some of the basic statistical methods in the classical theory of inferential statistics, probability theory, estimation, hypothesis testing, and applications.

Prerequisite: 201

Mr. Leslie

345s. Topics in Mathematics (5)

The study of a specialized topic in mathematics; the subject to be examined will be chosen according to the interests of students and faculty. 1979-80: Calculus on Manifolds.

Prerequisite: permission of the department chairman

Mr. Sheffer

352s. Theory of Functions of a Complex Variable (5)

A study of the algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series, and residue calculus.

Prerequisite: 301

Alternate years: offered 1979-80

Miss Ripy

410f,w,s. Special Study
Open to majors only.

(3)
The Department

490. Independent Study

(6-10)
The Department

Music

Professors: Ronald L. Byrnside (Chairman)
Raymond J. Martin
Associate Professor: Theodore K. Mathews
Assistant Professor: Jay Fuller
Lecturers: Robert L. Brown
Larry LeMaster
Jean Lemonds
Warren Little
Lorentz Ottzen
Carl E. Nitchie

The music department provides a curriculum designed to prepare its majors for graduate study and the professional music world. It also seeks to meet the needs of non-majors through a variety of courses in music appreciation and applied music. The guiding philosophy in all instruction is that music is a humanistic, not a mechanistic discipline, and is a central part of a true liberal arts education.

A student interested in music, art, and theatre is invited to consider the Inter-departmental major in Fine Arts.

REQUIREMENTS FOR THE MAJOR

Performance:

Adequate performing skill, to be tested at the end of the sophomore year.

For students concentrating in voice, a performance test on the piano at the end of the sophomore or junior year.

Courses:

111 (normally elected the freshman year), 211, 213, 401

At least one of the following: 301, 302, 304, 305, (306)

A minimum of 9 quarter hours in one instrument or voice

Ensemble Experience:

A minimum of two years in the college glee club or the equivalent time in approved accompanying or other college ensemble.

Appreciation

106f. Introduction to the Art of Music (3)

Basic concepts and terminology appropriate to various kinds of music. A study of the relationship of music to society and the other arts.

Intended for non-majors.

Mr. Byrnside

107w. Introduction to the Art of Music (3)

A continuation of 106 with special emphasis on the concept of style.

Prerequisite: 106 or permission of the instructor

Mr. Byrnside

203s (formerly 306). American Music (3)

Music within the United States from colonial times to the present. Instrumental, choral, and song literature are examined in historical and cultural contexts.

Prerequisite: 106

Alternate years: offered 1979-80

Mr. Mathews

204s. History of Jazz (3)

A study of trends, developments, and personalities in American jazz.

Not open to students who have had 190, Rags to Revolution.

Alternate years: not offered 1979-80

Mr. Mathews

206s. Orchestral Music (3)

A study of the orchestra and its literature, drawn from the fields of symphony, ballet, tone poem, and ceremony.

Prerequisite: 106-107 or permission of the instructor

Mr. Byrnside

207w. Vocal Music (3)

A study of song and operatic and choral music.

Prerequisite: 106-107 or permission of the instructor

Mrs. Lemonds

Theory and History

111. Basic Theory and Musicianship (9)

A study of the basic concepts and techniques of tonal harmony. Emphasis is placed on sightsinging, ear training, and the basic concepts of harmony.

Mr. Martin

- 211. Advanced Music Theory (9)**
 A continuing study of the elements presented in Music 111, with emphasis given to contextual relationships which are explored primarily through written and analysis exercises. Attention is accorded ultimately to traditional musical forms as well as to aspects of musical style as perceived in the works of composers from the Baroque to the 20th-century periods of music.
 Prerequisite: 111 Mr. Mathews
- 213. Music History Survey (9)**
 A chronological study of Western art music from the Greek civilization to the present.
 Prerequisite: 111 Mr. Byrnside
- 301f. Medieval and Renaissance Music (3)**
 The history of music from the early Christian era through the sixteenth century.
 Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor
 Alternate years: not offered 1979-80 Mr. Byrnside
- 302w. Baroque and Classical Music (3)**
 A study of the history, literature, and stylistic characteristics of the music from 1600 to 1800.
 Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor Mr. Byrnside
- 304f. 19th-Century Music (3)**
 Music of the nineteenth century and its relation to artistic life of that time. A study of literature, stylistic characteristics, and composers.
 Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor Mr. Byrnside
- 305s. 20th-Century Music (3)**
 A study of the characteristics and tendencies of music since 1900. Outstanding composers and significant works will be studied.
 Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor Mr. Byrnside
- 311f. Orchestration (3)**
 A course to develop skills in reading and analyzing orchestral scores and in arranging music for instruments. Problems in arranging musical scores for ensembles with voices also are considered.
 Prerequisite: 111 Mr. Mathews
- 401w. Senior Seminar for Majors (3)**
 Topic for 1979-80: The Life and Works of J. S. Bach.
 Prerequisite: 211, 213 Mr. Byrnside

410f,w,s. Special Study in Music Theory or History (3 or 5)
Specialized study for majors to meet the needs of the individual student.
The Department

490. Independent Study (6-10)
The Department

Church Music

208s. History of Church Music (3)
An historical and analytical study of choral and instrumental music used in liturgical and free-church forms of Christian worship from the early church to the present.
Intended primarily for non-majors; open to majors with permission of the instructor.
Alternate years: offered 1979-80 Mr. Martin

209s. Hymnology (3)
A survey of hymn texts and tunes from Biblical times to the present.
Intended primarily for non-majors; open to majors with permission of the instructor.
Alternate years: not offered 1979-80 Mr. Martin

330f. Choral Conducting (3)
Fundamentals of the technique of choral conducting.
Intended primarily for majors, but open to qualified non-majors.
Alternate years: not offered 1979-80 Mr. Martin

332w. Church Service Playing (3)
Hymn playing, modulation, improvisation, anthem and solo accompanying.
Conducting the choir from the organ console.
Prerequisite: 208 or 330 or permission of the instructor
Intended primarily for majors, but open to qualified non-majors.
Alternate years: offered 1979-80 Mr. Martin

333w. Organ Literature (3)
Analysis and performance of significant organ repertory from the Renaissance to the present. The relation of organ music to organ design and liturgical requirements.
Intended primarily for majors, but open to qualified non-majors.
Alternate years: not offered 1979-80 Mr. Martin

Music Education

340w. The Elements of Music

(3)

An examination of the nature and meaning of the fundamental elements of music. The course is designed for students who are preparing to teach in the elementary classroom.

Open to sophomores with permission of the instructor.

Not open to students who have had 111.

Mr. Mathews

345. Piano Pedagogy

(4)

A study of methods and materials for teaching piano to children. Class, fall quarter. Practice teaching and seminars continuing through winter and spring quarters.

Alternate years: offered 1979-80

Mr. Fuller

Applied Music

Credit: Credit is awarded for applied music offered by the College to students who present evidence of previous training. Courses must be elected in sequential order; each course is a one-quarter course and is offered each quarter. One hour of private lessons, a one-hour class session, and six hours of practice weekly are required. A concurrent course in music history or theory is required (see exception below).

A performance examination will be conducted at the end of each quarter.

Piano

151, 152, 153; 251, 252, 253;
351, 352, 353; 451, 452, 453

Voice

181, 182, 183; 281, 282, 283;
381, 382, 383; 481, 482, 483

Organ

161, 162, 163; 261, 262, 263;
361, 362, 363; 461, 462, 463

Woodwinds

191, 192, 193; 291, 292, 293;
391, 392, 393; 491, 492, 493

Strings

171, 172, 173; 271, 272, 273;
371, 372, 373; 471, 472, 473

Prerequisite: Written permission of the department chairman; for organ, demonstrated proficiency in piano technique.

Corequisite: After three quarters of applied music at the 100 level, music majors must take a course in music theory or history concurrent with each quarter of applied music.

To receive credit for applied music beyond three quarters, non-majors must elect Music 111 or 106-107 or higher-level courses with permission of the chairman.

Courses of Instruction

Credit: Beginning music students may not receive credit for applied music (see non-credit).

Music majors may earn a minimum of 9 quarter hours and a maximum of 15 quarter hours (one credit each quarter; 2 credits during each quarter of the senior year if a recital is given).

Non-majors may earn a maximum of 12 quarter hours in applied music.

Non-Credit: Students may take one or two half-hour lessons per week in applied music without degree credit, and with permission of the department chairman. Students taking non-credit applied music are expected to practice a minimum of six hours weekly. Those who fail to meet this requirement may be asked to discontinue their lessons.

Ensembles

College Glee Club. Open to students of the college without fee. Membership by try-out. Study and performance of sacred and secular choral music. Concerts are given several times during the year.

Madrigal singers. Open to limited number of qualified students.

Baroque ensembles. Open to qualified students without fee. Performance of baroque and classical music.

Woodwind quintet. Open to qualified students without fee.

Opera workshop. Open to all qualified students.

Atlanta Chamber Players. A professional ensemble in residence at Agnes Scott.

Group Instruction

Group instruction in harpsichord and voice is offered for a nominal fee.

Philosophy

Associate Professor: Richard D. Parry (Chairman)

Assistant Professor: David P. Behan

The department offers two approaches to philosophy on the beginning level: the systematic and the historical. Although the two approaches are not strictly separate, they each have different emphases. The systematic approach deals with issues in philosophy, e.g. ethics, without necessarily concentrating on the historical development of the issue. The historical approach traces the development of issues through a portion of the history of philosophy. The systematic beginning courses are: 102, 103, 104, 106, 230, 232. The historical beginning courses are 206, 207, 208; the latter courses are best taken in historical sequence.

The requirements for a major program in philosophy embody two goals. First, the student will learn, through close work with original sources, the ideas of the major figures in philosophy, ancient through contemporary. Second, the student will learn and practice techniques of careful analysis and constructive reasoning which are the heart of philosophy as a living discipline.

REQUIREMENTS FOR THE MAJOR

Three courses in the history of philosophy: 206, 207, 208

One course in ethics: 230

One course in logic: 103 or 410 in Symbolic Logic

One course from the following: 305, 307, 308, 310, 315

Three courses from the following: 320, 324, 339, 340, 341

102s. The Existence of God

(3)

Can the existence of God be proved through reason alone? An examination of medieval, modern, and contemporary arguments for and against the existence of God.

Mr. Behan

103w. Introduction to Logic

(3)

An introduction to the rudiments of critical thinking, designed to give the student those logical techniques appropriate to the analysis of ordinary discourse.

Mr. Parry

104w. Law, Morality, and the State

(3)

To what extent should the criminal law be used to enforce morals? Consideration of natural law v. utilitarian theories of morality and organic v. social contract theories of the state.

Mr. Behan

106f. Persons and Their Bodies (3)

Can a human being survive bodily death? Discussion of metaphysical dualism, philosophical behaviorism, and the brain-mind identity theory. Mr. Behan

206f. History of Ancient Philosophy (3)

The thought of the major figures in Western philosophy from the pre-Socratic era to the early Middle Ages.

Open to freshmen with permission of the instructor. Mr. Parry

207w. The Emergence of Modern Philosophy (3)

A study of the contrast between medieval and modern solutions to the philosophical problems of the nature of man and scientific knowledge. Readings in Aquinas and Descartes.

Open to freshmen with permission of the instructor. Mr. Behan

208s. Skeptical and Critical Philosophy (3)

The development of metaphysics and moral philosophy from the skepticism of David Hume through the Critical Philosophy of Immanuel Kant.

Open to freshmen with permission of the instructor. Mr. Behan

230f. Ethics (5)

A study of the meanings of ethical terms and the different criteria for determining goodness and rightness. Mr. Parry

232s. Aesthetics (3)

A consideration of the nature and meaning of the arts, with special attention to the status of the artistic object and the characteristics of the percipient's awareness.

Open to freshmen with permission of the instructor. Mr. Parry

300-level courses are open to sophomores by permission of the instructor.

305s (Political Science 305). Marx and the Varieties of Socialism (5)

A study of the role of Marx's thought in the development of socialism, beginning with the early Marx and including Engels' orthodoxy, Bernstein's revisionism, Leninism, Maoism, Social Democracy, Eurocommunism, and socialism in the Third World.

Not offered 1979-80 Mr. Cochran and Mr. Parry

307w. Existentialist Thought (5)

Man's relationship to God and to the world as expressed chiefly in the writings of Kierkegaard and Sartre. Mr. Behan

308s. The Classic Period of American Philosophy (5)

A study of pragmatism in the works of Peirce, James, Royce, and Dewey.

Prerequisite: 206 or 208 or permission of the instructor

Alternate years: offered 1979-80 Mr. Parry

310w. Philosophy Colloquium

(3)

A course which gives the student a forum for exercising her dialectical and critical skills on a topic of current interest. Participants will study the relevant philosophic theories and develop techniques for oral criticism of presentations made by visiting speakers. Students will present their own positions to the colloquium at the end of the course. Topic for 1979-80: to be announced.

The Department

315f (Bible and Religion 345). Philosophy of Religion

(5)

Prerequisite: Bible and Religion 200 or 201; or one of the following: Philosophy 101, 102, 105, 106, 206, 207, 208

Alternate years: not offered 1979-80

Mr. Kline

320w. Plato

(5)

An intensive study of selected dialogues.

Prerequisite: 206

Mr. Parry

324f. Kant and Hegel

(5)

Hegel's philosophic system as a synthesis of the oppositions inherent in the philosophy of Immanuel Kant.

Prerequisite: 208 or permission of the instructor

Mr. Behan

339f. Theory of Knowledge

(5)

Are any statements immune from doubt? Descartes' skeptical arguments in the "First Meditation" provide the basis for consideration of the positions of Peirce, Moore, and Wittgenstein in regard to this question.

Prerequisite: 207

Alternate years: offered 1979-80

Mr. Behan

340s. The Metaphysical Problem of the Self

(5)

Contemporary metaphysical theories of the self assessed in comparison with those of Descartes, Locke, and Hume. Particular emphasis upon the concept of person and the philosophic problem of personal identity.

Prerequisite: permission of the instructor

Mr. Behan

341s. Current Problems in Analytic Philosophy

(5)

A consideration of some problems in ordinary language philosophy.

Prerequisite: 208 or 324

Alternate years: not offered 1979-80

Mr. Parry

410f,w,s. Special Study

(3 or 5)

Supervised intensive study in fields or periods of philosophy.

The Department

490. Independent Study

(6-10)

The Department

Physical Education

Associate Professors: Kate McKemie (Chairman)

Kathryn A. Manuel

Assistant Professor: Marylin B. Darling

additional appointment to be made

It is the purpose of the physical education department to assist students in their physical, mental, and social development through a program of regular physical activity. Physical education is required of all students three hours a week during the first two years. Students entering with advanced standing credits, but with additional credit to earn in physical education, are required to take physical education in their first quarter or quarters of residence.

Students who must be limited in physical activity should have a physician's statement filed with the Dean of the College.

The physical education program includes a wide variety of activities which accommodate varying levels of skills and abilities. In order to complete a diverse program, students select courses from at least three of the five areas listed below:

Aquatics: Intermediate swimming, synchronized swimming, advanced life-saving, Red Cross instructor's course in water safety.

Dance: Beginning and intermediate contemporary dance, ballet, jazz, tap, folk, square, and social dance.

Dual Sports: Badminton, fencing, tennis.

Individual Sports: Archery, camping, fundamentals, golf, gymnastics and tumbling. Riding (huntseat equitation, Olympic style) is taught at the Vogt Riding Academy. Transportation is provided.

Team Sports: Basketball, field hockey, softball, volleyball.

Methods in physical education for elementary grade children (winter quarter, MWF 12:10) is required for elementary education certification.

History of the Dance, Theatre 206, is offered jointly by the departments of physical education and theatre.

During the fall quarter, freshmen must elect one of the following activities: field hockey, dance, or swimming.

Students may not receive physical education credit for more than two quarters of the same activity at the same level.

Clothing

Clothing of uniform design for physical education classes is required of all entering students. Information regarding the purchase of clothing is sent during

the summer. The College furnishes dance leotards, swim suits, and towels. Junior transfer students who have had two years of physical education need not order suits before arriving at college.

Studio Dance Theatre

The aim of Studio Dance Theatre is to acquire a broad understanding of the art through the study of contemporary dance elements. Emphasis is placed equally on technique, creative studies, and composition. Admission is by audition. The members dance regularly in the Atlanta area. A major dance concert is given in the spring.

Dolphin Club

The purpose of dolphin club is to encourage and develop the art of synchronized swimming. Each year the club presents a water show during the winter quarter. Tryouts for membership are held in the fall and spring.

Intramural Sports

The Athletic Association, with assistance from the physical education department, sponsors tournaments and intramural games. Fall activities include field hockey and tennis. During the winter quarter, badminton tournaments and basketball games are scheduled. In the spring, a swimming meet, softball and volleyball games, tennis, archery, and golf are sponsored.

Intercollegiate Sports

The Athletic Association, a member of the Georgia Association of Intercollegiate Athletics for Women, provides intercollegiate competition in certain activities. *Tennis*: During the spring quarter competition in tennis is scheduled with area colleges and universities. Six singles players and three doubles teams compete in regular season matches. The season is finalized with participation in the annual G.A.I.A.W. Tennis Tournament. *Field Hockey*: Games in field hockey are scheduled with other institutions during the fall quarter.

Open Hours

During the year certain hours are set aside each week when students may swim, play badminton and tennis. The facilities of the department are available for student use when not otherwise scheduled for instructional or organized intramural and intercollegiate activities. Attention of students is directed to regulations posted in the physical education building concerning the care and use of facilities.

Physics and Astronomy

Assistant Professors: Arthur L. Bowling, Jr. (Chairman)
Robert S. Hyde

The training acquired through concentration in Physics or Physics-Astronomy provides a solid, technical foundation for later graduate study and professional work in physics, astronomy, and the applied fields of engineering and geophysics. Students who wish to major in Physics are encouraged, but not required, to take Physics 210 during their freshman year.

Students considering the Astronomy-Physics major should elect the introductory astronomy sequence (Astronomy 121, 122, 123) and Math 120-121 during their freshman year. Physics 210 is normally taken during the sophomore year, but the well-prepared student is encouraged to enroll in this course during her freshman year.

Introductory astronomy courses are open to both science and non-science majors and incorporate the use of the Bradley Observatory's 30-inch Beck telescope.

REQUIREMENTS FOR THE MAJOR

Physics

Physics 210, 33 additional hours as approved by the department
Mathematics 201, 309

Physics — Astronomy

Physics 210, 12 additional hours as approved by the department
Astronomy 121, 122, 123, 15 additional hours as approved by the department
Mathematics 201

Physics

210. Introduction to Classical Physics (12)

Properties of matter, mechanics, sound, heat, electricity, magnetism, and light. Calculus is used. Lectures illustrated by experiments, supplemented by problems and individual laboratory work. 3 LEC, 1 LAB

Prerequisite: Mathematics 120-121 or permission of the instructor

Open to freshmen who meet the prerequisite.

Mr. Bowling

310f. Introduction to Modern Physics (3)

Special relativity, elementary quantum theory and applications.

Prerequisite: 210

Prerequisite or corequisite: Math 201

Open to sophomores.

Mr. Bowling

311f. Modern Physics Laboratory (1)

Illustration of some of the important experimental results of twentieth-century physics. 1 LAB

Prerequisite: 210

Open to sophomores.

Not offered 1979-80

Mr. Bowling

320w. Classical Mechanics (3)

Newtonian, Lagrangian, and Hamiltonian formulations of classical mechanics. Oscillations and central force motion.

Prerequisite: 210

Prerequisite or corequisite: Math 201

Open to sophomores.

Not open to students who have had 314.

Alternate years: offered 1979-80

Mr. Bowling

321s. Classical Mechanics (3)

Accelerated reference frames, rigid body motion, coupled oscillators, waves.

Prerequisite: 320

Open to sophomores.

Alternate years: offered 1979-80

Mr. Bowling

330w. Thermal Physics (3)

Equilibrium thermodynamics and an introduction to kinetic theory and statistical mechanics.

Prerequisite: 210

Open to sophomores.

Alternate years: offered 1979-80

Mr. Bowling

331s. Statistical Mechanics (3)

Ensembles, partition functions, transport phenomena.

Prerequisite: 330

Alternate years: offered 1979-80

Mr. Bowling

340f. Electricity and Magnetism (3)

Electrostatics and magnetostatics. Introduction to boundary value problems. Maxwell's equations.

Prerequisite: 210; Math 201

Alternate years: not offered 1979-80

Mr. Bowling

341w. Electrodynamics (3)
Time-dependent fields, motion of charged particles, relativistic invariance of the theory.

Prerequisite: 340

Alternate years: not offered 1979-80

Mr. Bowling

342s. Electromagnetic Radiation (3)
Emission and behavior of electromagnetic waves.

Prerequisite: 341

Alternate years: not offered 1979-80

Mr. Bowling

343f or f-w or f-w-s. Electronics Laboratory (1, 2, or 3)
DC and AC circuits, active components, introduction to digital techniques and modern optics. 1 LAB

Prerequisite: 210

Alternate years: not offered 1979-80

Mr. Bowling

360w. Quantum Mechanics (3)
General formalism, wave mechanics, spin and angular momentum, approximation methods, scattering.

Prerequisite: 210

Alternate years: not offered 1979-80

Mr. Bowling

361s. Quantum Mechanics (3)
Many-particle systems. Applications of quantum mechanics.

Prerequisite: 360

Alternate years: not offered 1979-80

Mr. Bowling

410f,w,s. Special Study (3)
Supervised study to meet needs of the individual student. The Department

490. Independent Study (6-10)
Independent research is arranged under the supervision of a member of the department. Results are presented in both seminar and written forms.

Astronomy

121f. Introductory Astronomy (3)
This introductory course is primarily observational. The motion of the earth, moon, and planets is discussed in an historical context. Other topics considered include positional astronomy, electromagnetic radiation, telescopic observation, and an introduction to astrophotography.

Not open to students who have had 151.

Mr. Hyde

122w. Introduction to Stellar and Galactic Astronomy (3)

Topics include stellar classification and evolution, contents and dynamics of the Milky Way Galaxy, extra-galactic systems, and an introduction to cosmology.

Prerequisite: 121

Not open to students who have had 153.

Mr. Hyde

123s. Introduction to Solar System Astronomy (3)

The solar system inventory including the sun, planets, asteroids, meteors, and comets is discussed. The earth-moon system, solar-terrestrial effects, a comparative study of planetary atmospheres, and the theories of solar system formation are considered.

Prerequisite: 121

Not open to students who have had 152.

Mr. Hyde

200f. Modern Astrophysics (3)

Topics include an introduction to cosmology, the present state and origin of the universe, selected topics in stellar evolution, pulsars and black holes, the structure of galaxies and quasars.

Prerequisite: 122

Prerequisite or corequisite: Physics 210

Mr. Hyde

210w. Observational Techniques (3)

Topics include evaluation of optical systems, principles of astrometry, and techniques in photography, photometry, and spectroscopy. Requires one evening per week at Bradley Observatory.

Prerequisite: 122, 123

Prerequisite or corequisite: Physics 210

Mr. Hyde

225s. Solar System Astrophysics (3)

Solar System dynamics, atmospheres of the earth and other planets, interplanetary medium, solar-terrestrial effects.

Prerequisite: 123

Prerequisite or corequisite: Physics 210

Mr. Hyde

300f. Methods in Theoretical Astrophysics (3)

Physical concepts and techniques of particular interest in astrophysics will be selected from the fields of spectroscopy, statistical physics, hydrodynamics, and radiative transfer theory.

Prerequisite: 122, 123; Physics 210

Prerequisite or corequisite: Math 201

Not offered 1979-80

Mr. Hyde

315w. Stellar Astrophysics

(3)

Physical structure of stars is deduced from observation. Evolutionary scenarios are discussed.

Prerequisite: 300

Not offered 1979-80

Mr. Hyde

330f. Plasma Astrophysics

(3)

Principles and techniques in plasma physics are developed and applied to magnetospheric phenomena, dynamics of self-gravitating systems, interplanetary and interstellar magnetic fields, solar atmospheric phenomena.

Prerequisite: 122, 123; Physics 210

Prerequisite or corequisite: Math 201

Not offered 1979-80

340w. Interstellar Matter

(3)

The physical properties of interstellar dust and gas are deduced from optical, infrared, and radio observations. Super nova remnants, star formation theory, and the role of interstellar matter in galactic dynamics will be discussed.

Prerequisite: 122, 123; Physics 210

Not offered 1979-80

350s. Celestial Mechanics

(3)

Two-body problem, satellite motions, perturbation theory, star clusters and galaxies, and the universe as a group of galaxies will be discussed.

Prerequisite: Physics 320

Not offered 1979-80

360s. General Relativity and Cosmology

(3)

Tensor calculus is developed and applied in a discussion of general relativity. Gravitational collapse and gravitational radiation will be discussed as will theoretical models of the evolution of the universe.

Prerequisite: permission of the instructor

Not offered 1979-80

410f,w,s. Special Study

(3)

Supervised study in specific areas of astronomy. Observation and laboratory work will be included when appropriate.

Mr. Hyde

490. Independent Study

(6-10)

Independent research is arranged under the supervision of a member of the department. Results are presented in both seminar and written forms.

The Department

Political Science

See History and Political Science

Psychology

Professor: Miriam K. Drucker (Chairman)
Associate Professors: Lee B. Copple
 Thomas W. Hogan
Assistant Professor: Ayse Ilgaz-Carden

Psychology is the scientific study of human and animal behavior. The departmental offerings reflect the diversity of areas within the field. The program for majors provides students with a strong background in academic psychology, including opportunities for both first-hand laboratory experiences and field experiences.

Students begin work in psychology with the year course in general psychology. It is a prerequisite to all other courses.

Students who are planning to major in psychology should consult with a member of the department as early in their college careers as possible. Majors should elect Biology 100 in either their freshman or sophomore year. Students planning to do graduate study must have a reading knowledge of French or German.

REQUIREMENTS FOR THE MAJOR

101, 306, 307, 308, 404, 405
 Biology 100

101. General Psychology (9)
 A scientific description of facts and principles of psychology. Emphasis on method and results of experimental investigation of human and animal behavior. Prerequisite to all other courses in psychology. The Department

209f. Child Psychology (5)
 A study of the development of the individual from conception to adolescence. Mrs. Drucker

210s. Adolescent Psychology (5)
 A study of the development of the individual from the end of childhood to the beginning of young adulthood. Mrs. Ilgaz-Carden

218f. Higher Mental Processes

(5)

A study of human cognition, with selected topics from concept formation, problem solving, creative thinking, dreaming, language, intelligence, and memory.

Alternate years: not offered 1979-80

Mr. Hogan

220f. Physiological Psychology

(5)

A study of the neurophysiological basis of various mental processes such as sensory-motor mechanisms, sleep and arousal, perception, emotion, motivation, thinking, memory, language, and consciousness.

Alternate years: offered 1979-80

Mr. Hogan

300-level courses are open to sophomores by permission of the chairman.

305w. Social Psychology

(5)

A study of the behavior of the individual as influenced by the behavior and characteristics of other individuals.

Mrs. Ilgaz-Carden

306f. Experimental Design and Statistics

(4)

Basic principles of experimental design and the use of statistical analysis in psychological research. 3 LEC, 1 LAB

Mrs. Ilgaz-Carden

307w. Experimental Psychology

(4)

An introduction to the experimental method in psychology with an emphasis on problems, theories, and experiments in perception. 3 LEC, 1 LAB

Prerequisite: 306

Mr. Hogan

308s. Experimental Psychology

(4)

A continuation of Psychology 307 with an emphasis on experiments and theories of learning. Individual experiments are designed and carried out. 3 LEC, 1 LAB

Prerequisite: 307

Mr. Hogan

310s. Mental Measurement

(5)

Fundamentals and principles of mental tests; administering, evaluating, and using results obtained.

Prerequisite: 306

Mr. Copple

312w. Abnormal Psychology

(5)

An introduction to the more common forms of behavior disorders, with attention paid to their causes and therapy.

Mr. Copple

316s. Personality

(5)

An introduction to theory and research in the field of personality.

Mrs. Drucker

322f or w or s. Advanced Experimental Psychology (5)

An appraisal of experimental methodology beyond the elementary level. Individual experiments are designed, performed, and interpreted.

Prerequisite: 308

Mr. Hogan

324f,w,s. Special Areas of Psychology (3)

Fall: Grief and Death. A study of the current literature and research on dying, death, and grief.

Winter: Quality of Life. A study of the current literature and research on life enhancement and the primary prevention of psychopathology.

Spring: Humanistic Psychology. A study of the current literature and research.

Mrs. Drucker

404f. History of Psychology (5)

The historical background of current systems and problems in psychology to World War II.

Mr. Copple

405w. Contemporary Theories in Psychology (5)

A study of contemporary theories and problems in psychology.

Mrs. Drucker

410f,w,s. Special Study (3 or 5)

Supervised intensive study in fields or problems of psychology.

The Department

490. Independent Study (6-10)

Independent research is arranged under the supervision of a member of the department.

The Department

Russian

01. Elementary (9)

Emphasis on aural and oral use of the language with a sound basis in grammar. Reading and discussion of simple texts. Credit awarded if taken as a fourth language, or if followed by 101.

101. Intermediate (9)

Grammar review. Reading and discussion of literary texts.

Prerequisite: 2 entrance credits, or 01

Not offered 1979-80

350s. The Russian Novel (3)

A reading in translation of selected works of Tolstoy, Dostoevsky, and Solzhenitsyn.

Sociology and Anthropology

Professor: John A. Tumblin (Chairman)
Assistant Professor: Constance A. Jones
Instructor: Caroline M. Dillman

Sociology

Sociology is a disciplined analysis of social organization and social interaction with primary emphasis on societies of the industrial West. In this department, courses in sociology beyond the introductory course, are grouped around four areas of inquiry: institutional ways of dealing with fundamental human needs; problems related to changes and disruptions in social organization; the interplay between individual and group expectations; and the interdependence of the accumulated knowledge and continuing research in the discipline.

REQUIREMENTS FOR THE MAJOR

101 (203), 351-352 (350), 361 (360-363)

Anthropology 200

Mathematics 115 or 328

101f or s (formerly 203). Introduction to Sociology (5)

Current sociological theory and research as they relate to primary units of social life, social processes, and social institutions. Emphasis on relating concepts to contemporary American society. Prerequisite to all other courses in sociology except 333.

Miss Jones, Mr. Tumblin

300-level courses are open by permission of the instructor to sophomores who have had 101.

Social Institutions: Structural Components of Society

211f (formerly 311). The Family (5)

The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes. ethnic groups, and utopian communities.

Mrs. Dillman

215s (formerly 315). Sociology of Religion (5)

Analysis of religion as a social institution, with emphasis on the relationships

between belief systems and social organization of historical and contemporary normative and deviant religious forms.

Not open to students who have had 375.

Miss Jones

217f. Sociology of Education (5)

Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity.

Mrs. Dillman

319s. Introduction to Social Welfare Institutions (5)

Social welfare as a social institution and social work as a profession. Consideration of social welfare agencies.

The Department

Social Organization, Disorganization, and Change

121w. Problems of Contemporary American Society (3)

Description and explanation of social phenomena that challenge society including family and community disorganization, sex-role and racial conflicts, poverty and unemployment, violence and inequality.

Not open to students who have had 205.

Mrs. Dillman

123s. Deviant Behavior (3)

Major social causes and consequences of non-normative behavior such as criminality, delinquency, drug abuse, sexual deviance, and mental disorders.

Not open to students who have had 205 or 331.

Mrs. Dillman

325f. The South in Transition: Explorations in Urban and Rural Sociology (5)

The culture of the South as a focus for a comparative study of rural and urban environments, populations, and socialization processes.

Mrs. Dillman

Socialization: Learning, Statuses, and Roles

330s. Society and Self (5)

Theoretical and research approaches to the study of the relations of the self to the structures and processes of society. Symbolic interactionism, dramaturgical model, social construction, ethnomethodology; works of Mead, Thomas, Goffman, Garfinkel, and others.

Miss Jones

333f (formerly 313). Systems of Inequality in Society and Culture (5)

A study of structured relationships and learned behaviors which have insured unequal access to privilege, prestige, property, and power in human societies. Systems of rank and stratification, with their supports in tradition and custom, examined in cross-cultural and trans-temporal perspective.

Prerequisite: 101 or Anthropology 200

Mr. Tumblin

336w. Sociology of Sex Roles

(5)

Analysis of historical and contemporary social roles of women and men with particular attention to socialization, stratification, social change, and attitude formation. Focus is on American society, but cross-cultural data will also be considered.

Not open to students who have had 335.

Miss Jones

Theory and Methodology

351f. History of Sociological Thought

(5)

Consideration of the works of leading sociological theorists and major trends in sociological thought, with particular reference to the 19th and 20th centuries. Analysis of the historical and ideological settings of theorists and trends.

Not open to students who have had 350.

Miss Jones

352w. Contemporary Sociological Thought

(5)

Analysis of the development of sociological thought and research during the 20th century, focusing mainly on the work of representative sociologists in the United States and Europe.

Prerequisite: 351

Not open to students who have had 350.

Miss Jones

361s. Methodology and Analysis in Social Research

(5)

Overview of research design and application of quantitative and qualitative methods, strategies, and techniques.

Not open to students who have had 360 or 363.

Mrs. Dillman

410f,w,s. Special Study

(3 or 5)

Supervised intensive study in a special field of sociology.

The Department

490. Independent Study

(6-10)

The Department

Anthropology

Anthropology is the comparative study of culture, emphasizing both the unity of humankind and the diversity of specific peoples. Much of the information anthropologists use is gathered during participant observation of small-scale, non-Western societies. A major in anthropology is not offered. Courses in anthropology count toward the sociology major.

200f. Cultural Anthropology

(5)

Humans viewed both as culture-making and culture-made animals. Contribu-

tions of the cultural perspective to the understanding of variations and similarities in human bodies, languages, personality types, social organizations, belief systems, and adaptations to ecosystems.

Open to freshmen.

Mr. Tumblin

202w. Ecological Anthropology (3)

Beliefs and behaviors viewed as adaptive mechanisms for environments. Human responses to the need to secure nutrients and other sources of energy, ensure their continuing availability, and make possible the survival of populations. Diverse traditions such as personal space, monument-building, food taboos, ghost fear, and cults of hyper-masculinity seen as ecological regulators.

Prerequisite: 200

Mr. Tumblin

300-level courses are open by permission of the instructor to sophomores who meet the prerequisites.

301w. Native Peoples of the Americas (5)

Cultural evolution and cultural ecology approaches in anthropology used in a comparative study of bands, tribes, and chiefdoms found in North and South America. Attention given to problems of acculturation, assimilation, and culture change after European contact.

Prerequisite: 200

Mr. Tumblin

303s. Pre-Columbian Civilizations (5)

Alternative answers to the question — "Who is civilized?" — examined through a comparative study of the high cultures of Middle and South America. Special attention given to Maya, Teotihuacan, Aztec, pre-Inca and Inca sociocultural systems.

Prerequisite: 200

Mr. Tumblin

305w. Communication in Culture and Society (3)

Language investigated within and across cultural and social boundaries. Ways in which verbal and non-verbal patterns of communication signal and create identities, relationships, and meanings; how communicative behavior shapes and is shaped by the contexts in which it is used.

Prerequisite: Anthropology 200 or Sociology 101 or 203

Mr. Tumblin

310SM. The Prehistory of Mexico (5)

A study of the contributions of archaeology to an understanding of alternative strategies for sociocultural adaptation in the varied environments of Mexico. Some attention will be given to continuities and contrasts in the lifeways of contemporary peasants. A five-week field trip to sites and museums in Mexico.

Prerequisite: 200 or permission of the instructor

Mr. Tumblin

410f,w,s. Special Study (3 or 5)

Supervised intensive study in a special field of anthropology. The Department

Spanish

Associate Professor: Constance Shaw (Chairman)
Assistant Professor: M. Eloise Herbert
Lecturer: Gordon E. McNeer

The major in the Spanish department is designed to develop proficiency in the four language skills and to present the cultural and literary traditions of the Hispanic countries.

The foreign language requirement for the degree is fulfilled by 101 or 103 or 105-211-212. The literature requirement is fulfilled by 201 or 220 or by 9 or 10 hours of 300-level literature courses.

Students who have appropriate language skills may request from the department relief from prerequisites to 200- and 300-level courses. Entering students are placed by the department after tests and conferences.

Students have the opportunity to live on the Spanish Hall and to improve fluency at the Spanish Dining Table and the evening *tertulia*.

REQUIREMENTS FOR THE MAJOR

220 or equivalent (or 201); 301, 305; 311-312-313; 349, 352, 353, or 356;
354 or 355

Spanish 206 and 207 not applied toward minimum 45-hour major

01. Elementary

(9)

Fundamentals of Spanish for conversation, writing, and reading. An introduction to Spanish literature. Credit awarded if taken as a fourth language, or if followed by 101 or 105-211-212.

Mrs. Shaw

101. Intermediate

(9)

Training in the use of the Spanish language in conversation and writing. Study of the structure of the language. Readings from Hispanic literature.

Prerequisite: 2 entrance credits, or a grade not above C in 01

Miss Herbert, Mr. McNeer

105f. Intermediate Language and Hispanic Culture

(3)

Grammar review. Practice in oral and written expression. Studies in art, history, and literature.

Prerequisite: 3 entrance credits, or 101, or 01 with a grade of A or B, or permission of the department

Not open to students who have had 103.

Mrs. Shaw

204s. Oral Spanish (3)

Designed to develop fluency in the practical use of Spanish in everyday situations.

Prerequisite: 101 or permission of the department

Mr. McNeer

206w. A View of the New Spanish America (5)

An examination of major prose works in Spanish American literature in translation from 1940 to the present. Complementary readings and lectures on Spanish American history, politics, society, and art. Given in English.

Alternate years: offered 1979-80

Mr. McNeer

210f. Language for Written Communication I (2)

Prerequisite: 101 or 103

The Department

211w. Language for Written Communication II (2 or 3)

Prerequisite: 101 or 103 or 105

For the language requirement students entering from 105 take the third hour.

Mrs. Shaw

212s. Composition Through Study of Hispanic Civilization (2 or 3)

Prerequisite: 101 or 103 or 105

For the language requirement students in the 105-211 sequence take the third hour.

220. Readings in Hispanic Literature (9)

Reading and discussion of major Spanish and Spanish American works of various periods and genres. Nine hours of 220 are prerequisite to all 300-level courses, except by special permission of the department. At the discretion of the department a student may receive credit hours for having taken the course for only one or two quarters. It is suggested that the student take the 200-level language courses as she takes this 200-level literature course if her writing skills are less than good.

Prerequisite: 4 entrance credits, or 101 with a grade of A or B. or 105-211-212

227w. Mexico: The Search for Identity (3)

An examination of the principal problems underlying Mexico's search for a national identity as reflected primarily in major works of prose. Complementary readings and lectures on Mexican history, politics, society, and art will be included. Given in English.

Alternate years: not offered 1979-80

Mr. McNeer

301s. Spanish Literature to the Golden Age (3)

Miss Herbert

- 305f-w. Phonetics, Advanced Grammar, and Composition** (6)
Miss Herbert
- 311f. The Golden Age: Conformity and Dissent** (3)
The Moorish, picaresque, and exemplary novels. Mystic poetry. The theatre of Lope de Vega.
Mrs. Shaw
- 312w. The Golden Age: Conformity and Dissent** (3)
The *Quijote*.
Mrs. Shaw
- 313s. The Golden Age: Conformity and Dissent** (3)
The Baroque: Calderon, Quevedo, and Tirso de Molina.
Mrs. Shaw
- 349f. Spanish Novel and Drama of the Twentieth Century** (5)
Alternate years: not offered 1979-80
Mrs. Shaw
- 352w. The Novel of the Nineteenth Century** (5)
Alternate years: offered 1979-80
Miss Herbert
- 353f. Modern Spanish Poetry** (5)
Alternate years: not offered 1979-80
Miss Herbert
- 354f. Twentieth Century Spanish American Literature** (5)
Alternate years: not offered 1979-80
Mr. McNeer
- 355f. Spanish Civilization in the New World** (5)
Historical and literary background; outstanding figures in political and cultural life; reading from representative authors.
Alternate years: offered 1979-80
Mr. McNeer
- 356s. Spanish Thought: Unamuno to Ortega Y Gasset** (5)
Alternate years: offered 1979-80
Mrs. Shaw
- 410f,w,s. Special Study** (3 or 5)
Supervised study to meet the needs of individual students. The Department
- 490. Independent Study** (6-10)
The Department

Theatre

Professor: Jack T. Booking (Chairman)
 Assistant Professor: John W. Toth
 Instructor: Steven J. Griffith

The goal of the theatre department is to establish high standards of creativity and appreciation in order to enhance the theatre-going experience as a facet of the liberal arts tradition. This is accomplished through a program which interrelates theory, history, and practice. With the Winter Theatre as the laboratory, all aspects of the theatre arts may be studied in close association with the creative process of the produced play.

Students who are planning to major in theatre should consult with the chairman of the theatre department early in their college careers. It would be advantageous for prospective majors to complete Theatre 100, 104, 106, and 108 as soon as possible since they form a working basis for more advanced courses to follow. The theatre major must fulfill a core of basic courses which stress the interrelationship of three key areas: introduction and history, creative exploration and experience, and the mastery of techniques.

A student interested in theatre, art, and music is invited to consider the Inter-departmental major in Fine Arts.

REQUIREMENTS FOR THE MAJOR

Introduction and History: 100, 308, 310, 343

Creative Exploration and Experience: 104, 106

Mastery and Techniques: 108, 200, 326

Three courses from the following theatre-related courses in other departments: Art 101; Classics 310; English 313, 314, 323, 329; Music 106; Philosophy 232; dramatic literature courses in the departments of Classics, French, German, and Spanish; certain courses in history with the approval of the department.

100f or s. Introduction to the Theatre (3)

A study of theatre as an art form from script to stage. An overview of dramatic structure and genres and an in-depth focus on all creative and analytical aspects of the current major production. Recommended as a first course for the prospective major. 2 LEC, 1 LAB Mr. Griffith, Mr. Toth

104w or s. Improvisation (3)

Spontaneous performance in an open space without script. The course will free

the student's voice, body, senses, and imagination to create a wide range of improvisational experiences. Mr. Brooking

106w or s. Basic Experiments in Design (3)

To acquaint the student with theatrical design principles. The student will work experimentally with a range of materials to conceptualize dramatic works in visual terms. 2 LEC, 1 LAB Mr. Griffith

107f. Basic Communication with Public Speaking (3)

Principles of interpersonal communication and practice in face-to-face encounters, small group discussion, and public speaking. A combination lecture-laboratory course. Mr. Toth

108f. Voice and Diction (3)

The mastery of vocal techniques for clarity and expressiveness through drill and application. Mr. Brooking

All non-majors electing more than two lecture/laboratory courses are required to balance each additional lecture/laboratory course with a departmental course in Theatre History or Dramatic Literature.

All non-majors electing more than three departmental courses in Theatre History and/or Dramatic Literature are required to balance each additional course with a course in lecture/laboratory.

200f. Technical Theatre I (3)

A survey of all aspects of technical theatre and backstage operations. Basic working knowledge of lighting, sound, crew functions, stagecraft, and stage management. Practical application of techniques through participation in mounting a major production. 2 LEC, 1 LAB Mr. Griffith

202w. Costuming (3)

Principles of costuming with emphasis on fabrics, design, patterns, and execution of designs. Experience in costuming an actual production. 2 LEC, 1 LAB Mr. Griffith

204s. Technical Theatre II (3)

Principles of advanced stagecraft, lighting (equipment and design), and sound. Basic theatre drafting, scene painting, and special problems in scenery and properties construction. Assigned technical responsibilities on a major production. 2 LEC, 1 LAB

Prerequisite: 200

Mr. Griffith

206w. Introduction to the Dance (3)

A course designed to give the student a broad understanding of the historical background of the dance from its origins in primitive society to the present, with emphasis on its relation to the other arts and to the society of each period.

Alternate years: offered 1979-80

Mrs. Darling

209w. Oral Interpretation**(3)**

Principles of oral communications techniques: use of the voice and body, audience control. Study of literary forms for interpretation: prose, poetry, drama, and readers' theatre.

Open to freshmen with permission of the instructor.

Mr. Toth

212s. History and Methods of Theatrical Producing**(3)**

A comprehensive introduction to the history, theory, and practice of theatrical producing. A survey of the economic, sociological, and administrative aspects of producing from the Greeks to the present with focus on the professional and nonprofessional theatre in America today. Application of theory to practical producing experience. 2 LEC, 1 LAB

Alternate years: not offered 1979-80

Mr. Griffith

213s (formerly 313). History of Costume**(3)**

A survey of costume and clothing from the Greeks to the present. Emphasis on style, trends, manners and modes, and influence relative to other arts of each period.

Alternate years: offered 1979-80

Mr. Griffith

231f. Acting Fundamentals**(3)**

A balance of theory and exercises based on the Stanislavski method. Emphasis on concentration, emotion memory, the subconscious, and character analysis as preparation for the performance of a final scene. A combination lecture-laboratory course.

Mr. Brooking

232w. Intermediate Acting**(3 or 4)**

A balance of theory and exercises stressing technique. Emphasis on such external aspects of acting as selection of actions, character, tempo-rhythm, progressions, and timing in comedy, and their application to performing two selected scenes. A combination lecture-laboratory course. An additional laboratory in stage makeup is required of majors and of other students electing course for 4 credit hours.

Prerequisite: 231

Mr. Brooking

233s. Styles of Acting**(3)**

A basic approach to style for period plays. Exercises derived from a study of the sculpture, paintings, history, manners, plays, and theatres of each period. Performance of scenes, prologues, epilogues, and tirades. Concentration on Greek Classical, French and British 17th Century, and Brechtian Epic styles. A combination lecture-laboratory course.

Prerequisites: 231, 232

Mr. Brooking

300-level courses are open to sophomores by permission of the instructor.

308w. History of World Theatre I (5)
Theatrical works analyzed in historical context from the Greeks to 1642. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times. Mr. Toth

310s. History of World Theatre II (5)
Theatrical works analyzed in historical context from the seventeenth century to the present. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times. Mr. Toth

311f. Scene Design (3)
Principles of scenic design for the proscenium and open-stage theatres. Emphasis on play analysis, basic design, color, drafting, and execution of design. 2 LEC, 1 LAB

Prerequisite: 106 or 200 or permission of the instructor Mr. Griffith

312w. Advanced Design (5)
Supervised design of a one-act play for performance. Classwork in design theory, modes of design, perspective, and rendering.

Prerequisite: 311 or permission of the instructor Mr. Griffith

326f. Principles of Direction (3)
Fundamentals of play direction with application to the director's complete analysis of a script. 2 LEC, 1 LAB Mr. Brooking

343f. Modern Theatre (5)
Study of innovations in theatrical form and staging from Zola to the theorists of the 1970's. Modern theory and practice as exemplified in the works of representative European and American theatre practitioners. Mr. Toth

344s. American Theatre History (5)
A survey of the principal plays and theatrical developments in the United States from the beginning to the present. Mr. Toth

351s. Continental Drama 1636-1875 (5)
A study in translation of selected plays of French, German, Italian, and Russian dramatists.

Alternate years: offered 1979-80 Mr. Toth

410f,w.s. Special Study (3 or 5)
Supervised intensive study of selected topics in theatre history or dramatic literature, or supervised advanced projects in the areas of design, acting, and directing. The Department

426w. Advanced Directing

(5)

Supervised direction of a one-act play for performance. 2 LEC, 1 LAB

Prerequisite: 326

Mr. Brooking

490. Independent Study

(6-10)

Exploration of an area of intellectual or artistic interest which results in the creation of a piece of work connected with it.

The Department

Interdepartmental Majors

The College offers four established interdepartmental major programs: Art History — English Literature, Fine Arts, History — English Literature, and Mathematics — Physics. A student who is interested in other interdisciplinary work may design her own major.

Art History — English Literature

Advisers: Professor Pepe, Chairman, Department of Art

Professor Pepperdene, Chairman, Department of English

This major is offered to provide an integrated study of art history and literature with concentration in specific historical periods. Students will offer a minimum of 25 quarter hours in art history, 9 quarter hours in studio art, and 25 quarter hours in English and American literature (exclusive of English 101, 102, and 211). Other courses may be elected in art history, studio art, and English and American literature (not to exceed a combined total of 90 quarter hours) and in appropriate correlative studies.

Basic courses required:

English 101 or 102

Art History 101, 102, 103

Studio Art 191, 192, 193

Required courses in historical periods:

Ancient

Choice of at least one of the following courses in art history: Art 317, 318, 319

Appropriate correlative studies: Classics 309, 310, 314, 318, 319, 340SR;

Philosophy 320; Bible and Religion 310; Theatre 308

Medieval and Early Modern European

Choice of at least one of the following courses in art history: Art 307, 308, 309

Choice of one course in medieval literature: English 305, 306, 312

Choice of one course in renaissance literature: English 313, 314

Choice of one course in seventeenth- and eighteenth-century literature: English 327, 328, 335, 361, 362

Appropriate correlative studies: History 305, 306, 308, 335, 336; Music 301, 302; Theatre 308

American and Modern European

Choice of at least two of the following courses in art history: Art 303, 304, 305, 306

Choice of at least two of the following courses in literature: English 320 or 323, 321 or 322, 331 or 332 or 333

Appropriate correlative studies: History 301, 321, 328; Music 304, 305; Philosophy 208, 305, 307, 324; Theatre 310, 343, 344, 351

Fine Arts

Advisers: Professor Pepe, Chairman, Department of Art
Professor Byrnside, Chairman, Department of Music
Professor Brooking, Chairman, Department of Theatre

This major is offered to provide the student an opportunity to experience both the history and practice of the three major areas of art, music, and theatre and to be able to continue in any one or combination of these areas with a program especially tailored to her interests. The major is not offered as a preparation for graduate school.

The student will offer a minimum of 18 hours in art, 21 in music, and 19 in theatre. In addition, she will elect a minimum of 32 hours, including 20 in one discipline, in courses above the 200 level. Other courses may be elected from the three areas of the fine arts, not to exceed a combined total of 100 quarter hours.

Basic courses required:

Art 101, 102, 103; 191, 192, 193

Music 111, 213; applied music 3 hours

Theatre 100; 104 or 231; 106, 308, 310

History — English Literature

Advisers: Associate Professor Campbell, Chairman, Department of History
and Political Science

Professor Pepperdene, Chairman, Department of English

This major is offered to provide an integrated study of history and literature. Students will offer a minimum of 25 quarter hours in European, English, and American history above the 100 level and 25 quarter hours in English and American literature above the 200 level. Other courses may be elected in history and literature (not to exceed a combined total of 90 quarter hours) and in appropriate correlative studies.

Basic courses required:

English 101 or 102

History 101 or 102 or 204 or 205-206 (or 104 or 105)

Required courses in historical periods:

Medieval and Early Modern European

Choice of two of the following: History 305, 306, 335, 336, (304)

Choice of one of the following: English 305, 306, 312

Choice of one of the following: English 313, 314

Choice of one of the following: English 327, 328, 335, 361, 362

Appropriate correlative studies: Art 307, 308, 309; Bible and Religion 352;

Music 301, 302; Theatre 308

American and Modern European

Choice of one of the following: History 301, 311, 314, 315

Choice of two of the following: History 317, 320, 321, 325, 326, 328,
(322, 323)

Choice of two of the following: English 320 or 323 or 336; 321 or 322; 331 or
332 or 333

Appropriate correlative studies: Art 303, 304, 305, 306; Bible and Religion
307; Music 304, 305; Philosophy 305, 307, 308, 324; Theatre 310, 343,
344, 351

Mathematics — Physics

Advisers: Professor Ripy, Chairman, Department of Mathematics
 Assistant Professor Bowling, Chairman, Department
 of Physics and Astronomy

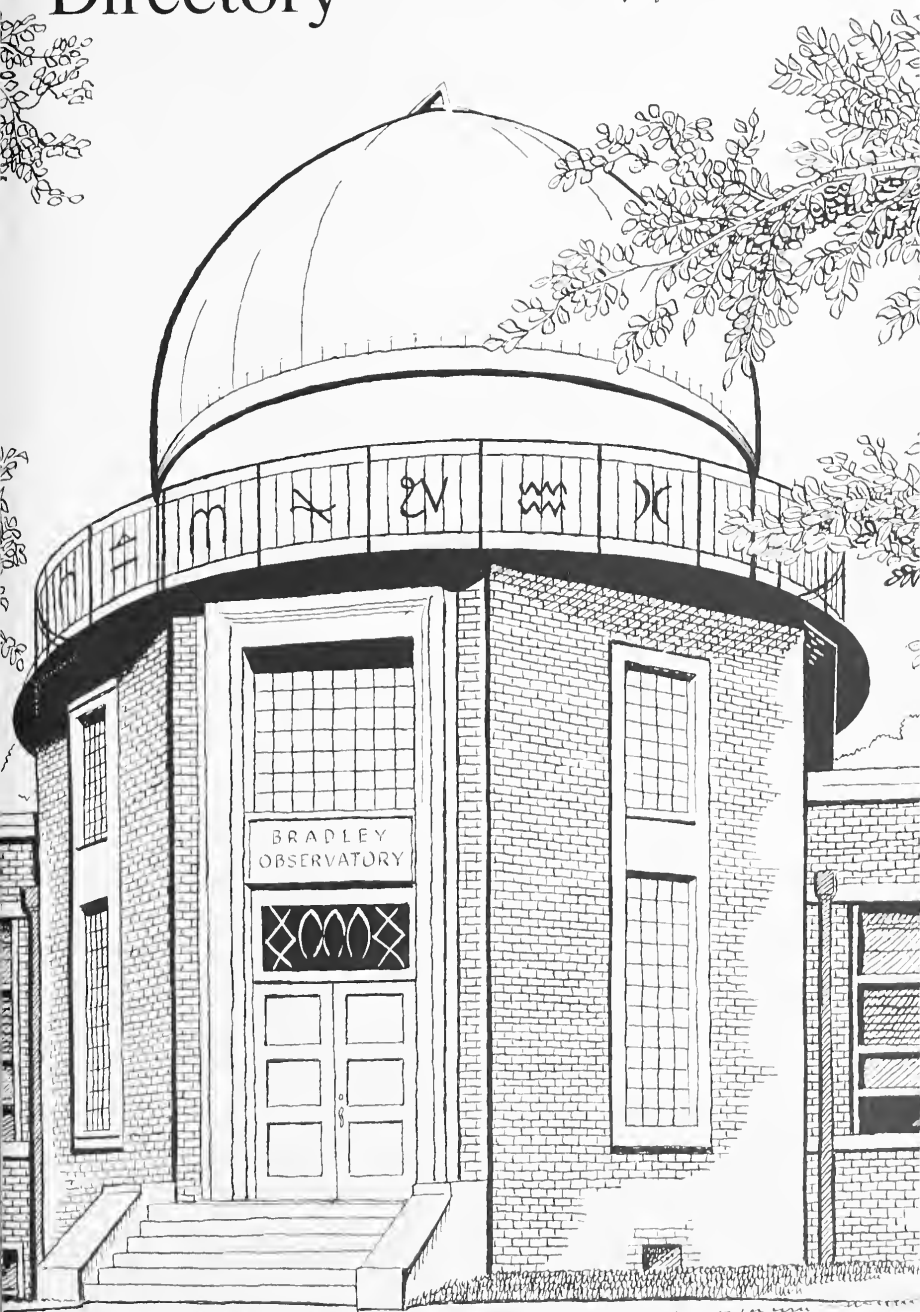
A student interested in both mathematics and physics is invited to consider the interdepartmental major in Mathematics — Physics. This major is offered to provide an integrated study of mathematics and of its application in theoretical physics. Students will offer at least 41 quarter hours in mathematics and 33 quarter hours in physics. Other courses may be elected in mathematics and physics (not to exceed a combined total of 90 quarter hours).

Basic courses required:

Mathematics 201, 307, 309. The additional hours must be approved by the department.

Physics 210, 310, 18 additional hours

Directory



Bradley Observatory

Board of Trustees — 1978-1979

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Mary Alverta Bond, Secretary

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Marvin B. Perry, Jr., Ex Officio

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First Presbyterian Church
Atlanta, Georgia

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Atlanta, Georgia

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Charlotte, North Carolina

Alex P. Gaines
Attorney
Alston, Miller and Gaines
Atlanta, Georgia

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Executive Vice President
The Coca-Cola Company
Atlanta, Georgia

Samuel R. Spencer, Jr.
President
Davidson College
Davidson, North Carolina

Katherine A. Geffcken
Professor of Greek and
Latin
Wellesley College
Wellesley, Massachusetts

Hansford Sams, Jr.
President
Scottdale Mills
Scottdale, Georgia

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Chairman of the Board
First National Bank
Atlanta, Georgia

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Dunwoody, Georgia

Suzella Burns Newsome
Atlanta, Georgia

E. Lee Stoffel
Minister
First Presbyterian Church
Huntsville, Alabama

G. Scott Candler, Jr.
Attorney
McCurdy and Candler
Decatur, Georgia

Mary Warren Read
Atlanta, Georgia

John C. Wilson
President
Multimart Corporation
Atlanta, Georgia

Class of 1981

Neil O. Davis
Auburn, Alabama

G. Conley Ingram
Attorney
Alston, Miller and Gaines
Atlanta, Georgia

Harriet M. King
Associate Professor of Law
Emory University
Atlanta, Georgia

J. Erskine Love, Jr.
President
Printpack, Inc.
Atlanta, Georgia

J. Davison Philips
President
Columbia Theological
Seminary
Decatur, Georgia

Horace H. Sibley
Attorney
King and Spalding
Atlanta, Georgia

J. Randolph Taylor
Minister
Myers Park Presbyterian
Church
Charlotte, North Carolina

William C. Wardlaw
Investment Counselor
Wardlaw and Company
Atlanta, Georgia

Class of 1982

Louise Isaacson Bernard
Isaacson's
Atlanta, Georgia

Ann Avant Crichton
Mayor
City of Decatur
Decatur, Georgia

**Mary Duckworth
Gellerstedt**
Atlanta, Georgia

Wilton D. Looney
Chairman of the Board
Genuine Parts Company
Atlanta, Georgia

M. Lamar Oglesby
Vice President
Kidder, Peabody and
Company
Atlanta, Georgia

C. B. Rogers, Jr.
Vice President
International Business
Machines Corporation
Atlanta, Georgia

A. H. Sterne
Dean
School of Business
Administration
Atlanta University
Atlanta, Georgia

Diana Dyer Wilson
Winston-Salem, North
Carolina

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Marshall C. Dendy
Orlando, Florida

Ben S. Gilmer
Atlanta, Georgia

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Tyler, Alabama

John A. Sibley
Atlanta, Georgia

Hal L. Smith
Atlanta, Georgia

Mary West Thatcher
Miami, Florida

G. Lamar Westcott
Dalton, Georgia

George W. Woodruff
Atlanta, Georgia

Faculty — 1978-1979

Date in parentheses indicates year of appointment

- Marvin Banks Perry, Jr. (1973)** President
B.A. University of Virginia; M.A., Ph.D. Harvard University; LL.D. Washington College;
LL.D. Washington and Lee University; Litt.D. Oglethorpe University
- Julia Thomas Gary (1957)** Dean of the College, Professor of Chemistry
B.A. Randolph-Macon Woman's College, M.A. Mount Holyoke College, Ph.D. Emory
University

Emeritus Faculty

Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.

- Wallace McPherson Alston, Th.D., LL.D. (1948-1973)**
President of the College
- Mildred Rutherford Mell, Ph.D. (1938-1960)**
Professor of Economics and Sociology
- Margaret Taylor Phythian, Docteur de l'Université de Grenoble (1923-1964)**
Professor of French
- Roxie Hagopian, M.A. (1950-1964)** Associate Professor of Music
- Florence E. Smith, Ph.D. (1929-1965)**
Associate Professor of History and Political Science
- George P. Hayes, Ph.D. (1927-1967)** Professor of English
- Llewellyn Wilburn, M.A. (1919-1967)**
Associate Professor of Physical Education
- Pierre Thomas, Ingénieur-docteur (1951-1967)** Assistant Professor of French
- Leslie Janet Gaylord, M.S. (1921-1968)** Assistant Professor of Mathematics
- Carrie Scandrett, M.A. (1925-1969)** Dean of Students
- Ferdinand Warren, N.A. (1951-1969)** Professor of Art
- Walter B. Posey, Ph.D., L.H.D. (1943-1970)**
Professor of History and Political Science
- Henry A. Robinson, Ph.D. (1926-1970)** Professor of Mathematics
- William A. Calder, Ph.D. (1947-1971)** Professor of Physics and Astronomy
- Katharine Tait Omwake, Ph.D. (1928-1972)**
Associate Professor of Psychology

Erika Meyer Shiver, Ph.D. (1962-1972)	Professor of German
Anna Josephine Bridgman, Ph.D. (1949-1974)	Professor of Biology
Florene J. Dunstan, Ph.D. (1941-1974)	Professor of Spanish
M. Kathryn Glick, Ph.D. (1938-1974)	Professor of Classical Languages and Literatures
Roberta Winter, Ed.D. (1939-1974)	Professor of Speech and Drama
William Joe Frierson, Ph.D. (1946-1975)	Professor of Chemistry
Michael McDowell, M.A. (1950-1975)	Professor of Music
Paul Leslie Garber, Ph.D. (1943-1976)	Professor of Bible and Religion
Chloe Steel, Ph.D. (1955-1976)	Professor of French
Walter Edward McNair, Ph.D. (1952-1977)	Associate Professor of English, Director of Public Affairs
Ronald B. Wilde, M.A.T. (1965-1978)	Assistant Professor of Mathematics

Professors

Mary Virginia Allen (1948-51; 1954)

Adeline Arnold Loridans Professor of French

B.A. Agnes Scott College; M.A. French School of Middlebury College; Diplome pour l'enseignement du francais a l'etranger, l'Universite de Toulouse; Ph.D. University of Virginia

Margaret Perry Ammons (1969)

Professor of Education

B.S. University of Georgia, M.A. Emory University, Ph.D. University of Chicago

Gunther Bicknese (1966)

Professor of German

Dr. phil. Philipps University, Marburg, Germany

David W. Boykin (1978)

Visiting Professor of Chemistry

B.S. University of Alabama; M.S., Ph.D. University of Virginia

Jack T. Brooking (1974) **Annie Louise Harrison Waterman Professor of Theatre**

B.A. University of Iowa; M.A., M.F.A., Ph.D. Western Reserve University

Michael J. Brown (1960-62; 1965)

Charles A. Dana Professor of History

B.A. LaGrange College; M.A., Ph.D. Emory University

Ronald Lee Byrnside (1975)

Charles A. Dana Professor of Music

B.A. Cincinnati Conservatory of Music, M.A. Yale University, Ph.D. University of Illinois

Kwai Sing Chang (1956)

Professor of Bible and Religion

B.A. University of Hawaii; B.D., Th.M. Princeton Theological Seminary; Ph.D. University of Edinburgh

Ludwig R. Dewitz

Visiting Professor of Bible and Religion

B.D. University of London, Ph.D. The Johns Hopkins University

Miriam Koontz Drucker (1955) Professor of Psychology
B.A. Dickinson College, M.A. Emory University, Ph.D. George Peabody College for Teachers

Nancy Pence Groseclose (1947) Charles A. Dana Professor of Biology
B.S., M.S. Virginia Polytechnic Institute; Ph.D. University of Virginia

C. Benton Kline, Jr. Wallace McPherson Alston Visiting Professor of Bible and Religion
B.A. The College of Wooster; B.D., Th.M. Princeton Theological Seminary; Ph.D. Yale University

Raymond Jones Martin (1950) Professor of Music; College Organist
B.S. Juilliard School of Music; M.S.M., S.M.D. Union Theological Seminary (New York)

Geraldine M. Meroney (1966) Professor of History
B.A. Rice University; M.A., Ph.D. University of Oregon

Jack L. Nelson (1962) Professor of English
B.A. University of Kentucky; M.A., Ph.D. Harvard University

Marie Sophie Huper Pepe (1951) Charles A. Dana Professor of Art
B.F.A., M.A., Ph.D. The State University of Iowa

Margaret W. Pepperdene (1956) Ellen Douglass Leyburn Professor of English
B.S. Louisiana State University; M.A., Ph.D. Vanderbilt University

Sara Louise Ripy (1958) Professor of Mathematics
B.A. Randolph-Macon Woman's College; M.A., Ph.D. University of Kentucky

Mary Boney Sheats (1949) Charles A. Dana Professor of Bible and Religion
B.A. University of North Carolina at Greensboro, M.A. Emory University, Ph.D. Columbia University

John A. Tumblin, Jr. (1961) Professor of Sociology and Anthropology
B.A. Wake Forest College; M.A., Ph.D. Duke University

Myrna Goode Young (1955-56; 1957) Professor of Classical Languages and Literatures
B.A. Eureka College; M.A., Ph.D. University of Illinois

Elizabeth Gould Zenn¹ (1947) Professor of Classical Languages and Literatures
B.A. Allegheny College; M.A., Ph.D. University of Pennsylvania

Associate Professors

B. W. Ball (1967) Associate Professor of English
B.A. University of Virginia, M.A.T. Duke University, Ph.D. University of Kentucky

Sandra T. Bowden (1968) Associate Professor of Biology
B.S. Georgia Southern College; M.A., Ph.D. University of North Carolina at Chapel Hill

Jo Allen Bradham (1967) Associate Professor of English
B.A. University of South Carolina; M.Ln. Emory University; M.A., Ph.D. Vanderbilt University

¹On leave fall quarter

Frances Clark Calder (1953-1967; 1974) Associate Professor of French
B.A. Agnes Scott College; Certificat de prononciation francaise, l'Universite de Paris; M.A., Ph.D. Yale University

Penelope Campbell¹ (1965) Associate Professor of History and Political Science
B.A. Baylor University; M.A., Ph.D. The Ohio State University

Lee Biggerstaff Copple (1961) Associate Professor of Psychology
B.A. University of North Carolina at Chapel Hill; M.A., Ph.D. University of Michigan; Ph.D. Vanderbilt University

Alice Jeanne Cunningham (1966-67; 1968) Associate Professor of Chemistry
B.A. University of Arkansas, Ph.D. Emory University

John Lewis Gignilliat (1969) Associate Professor of History
B.A. University of North Carolina at Chapel Hill, M.A. Emory University, Ph.D. University of Wisconsin

Thomas W. Hogan (1965) Associate Professor of Psychology
B.A. University of Florida; M.A., Ph.D. University of Arkansas

Claire M. Hubert (1964) Associate Professor of French
B.A. Duke University; M.A., Ph.D. Emory University; Certificat de prononciation francaise, l'Universite de Paris IV

Edward C. Johnson (1965) Associate Professor of Economics
B.A. Kentucky Wesleyan College, M.S. University of Missouri, Ph.D. Georgia State University

Huguette D. Kaiser (1969) Associate Professor of French
B.A. St. Mary's College, M.A. University of Notre Dame, Ph.D. Emory University

Kathryn Ann Manuel (1958) Associate Professor of Physical Education
B.S. Purdue University, M.A. New York University, P.E.D. Indiana University

Theodore Kenneth Mathews (1967) Associate Professor of Music
B.A. Brown University, M.A.T. Harvard University, Ph.D. University of Michigan

Kate McKemie (1956) Associate Professor of Physical Education
B.S. Georgia College at Milledgeville, M.A. New York University, Ed.D. University of Tennessee

Richard David Parry (1967) Associate Professor of Philosophy
B.A. Georgetown University, M.A. Yale University, Ph.D. University of North Carolina at Chapel Hill

Patricia Garland Pinka (1969) Associate Professor of English
B.A. University of Pittsburgh, M.A. San Francisco State College, Ph.D. University of Pittsburgh

Constance Shaw (1966) Associate Professor of Spanish
B.A. Smith College, Ph.D. Columbia University

Leland Staven (1969) Associate Professor of Art; Curator of the Dalton Galleries
B.F.A. University of Wisconsin-Milwaukee, M.F.A. California College of Arts and Crafts

William H. Weber, III (1971) Associate Professor of Economics
B.A. Lafayette College, Ph.D. Columbia University

¹On leave 1978-79

Directory

- Robert F. Westervelt (1957)** Associate Professor of Art
B.A. Williams College, M.F.A. Claremont Graduate School, Ph.D. Emory University
- Ingrid Emma Wieshofer (1970)** Associate Professor of German
Teacher's Diploma, Ph.D. University of Vienna
- Linda Lentz Woods¹ (1968)** Associate Professor of English
B.A. Agnes Scott College; M.A., Ph.D. Emory University

Assistant Professors

- David A. Barton (1977)** Assistant Professor of English
B.A. Boston College, Ph.D. Stanford University
- David Paul Behan (1974)** Assistant Professor of Philosophy
B.A. Yale University, Ph.D. Vanderbilt University
- Arthur Lee Bowling, Jr. (1977)** Assistant Professor of Physics
B.S. College of William and Mary; M.S., Ph.D. University of Illinois
- Christabel P. Braunrot (1976)** Assistant Professor of French
B.A. McGill University, Ph.D. Yale University
- Gail Cabisius (1974)** Assistant Professor of Classical Languages and Literatures
B.A. Smith College; M.A., Ph.D. Bryn Mawr College
- Augustus B. Cochran, III (1973)** Assistant Professor of Political Science
B.A. Davidson College, M.A. Indiana University, Ph.D. University of North Carolina at Chapel Hill
- Marylin Barfield Darling (1971)** Assistant Professor of Physical Education
B.S., M.M. Florida State University
- Paul W. Frame (1978)** Assistant Professor of Biology
B.S., M.S., Ph.D. University of Toronto
- Jay Fuller² (1954)** Assistant Professor of Music
B.S. The Johns Hopkins University, Peabody Conservatory of Music
- Steven A. Haworth (1976)** Assistant Professor of Political Science
B.A. Yale University, M.A. George Washington University, Ph.D. University of Virginia
- Mary Eloise Herbert (1954)** Assistant Professor of Spanish
B.A. Winthrop College, M.A. Duke University
- Robert S. Hyde (1978)** Assistant Professor of Physics and Astronomy;
Director of the Bradley Observatory
B.A. Colgate University, M.S. University of New Hampshire, Ph.D. The Pennsylvania State University
- Ayse Ilgaz-Carden (1978)** Assistant Professor of Psychology
B.A. Agnes Scott College, M.A., Ph.D. Emory University
- Constance Anne Jones (1973)** Assistant Professor of Sociology
B.A., M.A.T. Vanderbilt University; Ph.D. Emory University
- Robert Arthur Leslie (1970)** Assistant Professor of Mathematics
B.S. Davidson College; M.A., Ph.D. University of Georgia

¹On leave fall quarter

²On leave 1978-1979

Albert D. Sheffer, Jr. (1976) Assistant Professor of Mathematics
B.A. Birmingham-Southern College; M.A., Ph.D. Rice University

Bruce Lyle Taggart (1978) Visiting Assistant Professor of Classical Languages and Literatures
B.A. University of British Columbia, M.A. University of Oregon, Ph.D. Tufts University

John W. Toth (1978) Assistant Professor of Theatre
B.A. University of Notre Dame, M.A. Catholic University of America, Ph.D. Ohio State University

Anne Bradford Warner (1978) Assistant Professor of English
B.A., M.A. Hollins College; Ph.D. Emory University

Alan J. White (1975) Assistant Professor of Chemistry
B.S. University of Vermont, Ph.D. Massachusetts Institute of Technology

Harry Wistrand (1974) Assistant Professor of Biology
B.A. Austin College, M.A. North Texas State University, Ph.D. Arizona State University

Donald Francis Young (1978) Assistant Professor of Mathematics
B.S. Duke University; M.S., Ph.D. University of Virginia

Instructors

M. Eloise Brown Carter (1978) Instructor in Biology
B.A. Wesleyan College, M.S. Emory University

Caroline Matheny Dillman (1978) Instructor in Sociology and Anthropology
B.A. The Pennsylvania State University, M.A. San Jose State University, M.A. Stanford University

Mary Walker Fox (1937-45;1950) Instructor in Chemistry
B.A. Agnes Scott College

Steven John Griffith (1977) Instructor in Theatre
B.A. Gustavus Adolphus College, M.F.A. University of Minnesota

Ann Elizabeth McConnell (1974) Instructor in Physical Education
B.S. Kent State University, M.S. University of North Carolina at Greensboro

Terry S. McGehee (1976) Instructor in Art
B.A. Queens College, M.F.A. Washington University

Lecturers

Sandra L. Barnes (1977) Lecturer in Music
B.A., M.A. University of Georgia

Robert L. Brown (1978) Lecturer in Music
B.M., M.A. State University of New York at Stony Brook

Emmanuel Feldman (1975) Lecturer in Bible and Religion
B.S., M.A. The Johns Hopkins University; Ph.D. Emory University

Rebecca Fleischman (1976) B.A. Agnes Scott College, M.Ed. Emory University, Ed.S. Georgia State University	Lecturer in Education
David L. Giberson (1978) B.S. Bluefield State College	Lecturer in Chemistry
Charles Steven Hall (1978) B.M., M.M. University of Texas	Lecturer in Music
Gue Pardue Hudson (1974) B.A. Agnes Scott College, M.A.T. Emory University	Lecturer in Education
Mani P. Kamerkar (1971; 1978) B.A., M.A., Ph.D. University of Bombay	Lecturer in History
Larry LeMaster (1977) B.M. Michigan State University	Lecturer in Music
Jean Lemonds (1978) B.M. Westminster Choir College	Lecturer in Music
Warren Little (1978) B.F.A. University of Georgia	Lecturer in Music
Gordon E. McNeer (1978) B.A., M.A., Ph.D. Princeton University	Lecturer in Spanish
Carl E. Nitchie (1977) B.M. The Oberlin Conservatory of Music	Lecturer in Music
Lorentz Ottzen (1977) B.M. Cleveland Institute of Music	Lecturer in Music
Mildred Love Petty (1966-68; 1969-74; 1975) B.A. Agnes Scott College, M.A. University of Pennsylvania	Lecturer in History
Martin B. Roberts (1977) B.S., M.S. Georgia Institute of Technology	Lecturer in Economics
Joyce Cummings Tucker (1978) B.A. Duke University, M.A.R. Yale University, M.Div. Columbia Theological Seminary	Lecturer in Bible and Religion
Viola G. Westbrook (1974) B.A. William Smith College, M.A. Emory University	Lecturer in German

Other Academic Personnel

Linda Marva Hilsenrad (1978) B.A., M.A. University of Florida	Director of Media Services
Emmanuelle Desquins (1978) D.E.U.G. d'anglais, licence d'anglais de Paris III, La Sorbonne Nouvelle	Departmental Assistant in French
Susan Stringer Connell (1978) B.A. Agnes Scott College	Departmental Assistant in Chemistry
Julius D. W. Staal (1978) Fellow of the Royal Astronomical Society	Director of the Planetarium of the Bradley Observatory

Administration and Staff — 1978-1979

Office of the President

Marvin Banks Perry, Jr., B.A., M.A., Ph.D., LL.D., Litt.D.	President
Mary Alverta Bond, B.A.	Administrative Assistant to the President
Julia Y. Pridgen, A.A.	Secretary in the Office of the President

Office of the Dean of the College

Julia Thomas Gary, B.A., M.A., Ph.D.	Dean of the College
Mildred Love Petty, B.A., M.A.	Assistant Dean of the College
Gue Pardue Hudson, B.A., M.A.T.	Class Dean for Freshmen and Sophomores
Mary W. Fox, B.A.	Editor of the Catalog
Katherine S. Turner	Secretary to the Dean of the College
Julia Y. Pridgen, A.A.	Secretary in the Office of the Dean of the College
Mary P. Gannon	Secretary to the Faculty

Office of Admissions

Judith Maguire Tindel, B.A.	Director of Admissions
Mary Kathryn Owen Jarboe, B.A.	Administrative Assistant to the Director of Admissions
Katherine Wilkins Akin, B.A.	Assistant to the Director of Admissions
Lucile Robins Jarrett, B.A.	Assistant to the Director of Admissions
Jane Boyce Sutton, B.A., M.A.	Assistant to the Director of Admissions
Lois Turner Swords, B.A.	Assistant to the Director of Admissions
Anita M. Shippen, B.A.	Special Projects Coordinator
Elizabeth D. Wood, B.A., M.Ed.	Groups Coordinator
Jan B. Johnson, A.A.	Secretary
Katherine L. Potter	Secretary

Office of the Registrar

Lea Ann Grimes, B.A.	Registrar
Rhonda L. Tate, A.A.	Secretary to the Registrar

The Library

Judith B. Jensen, A.B., M.L.S.	Librarian
Lillian Newman, B.A., B.S.L.S., M.Ln.	Associate Librarian; Readers' Services Librarian
Katherine J. Schreiner, B.A., M.S.L.S.	Technical Services Librarian
Elizabeth T. Ginn, B.S., M.Ln.	Periodicals and Readers' Services Librarian

Mary Carter, B.A., M.Ln.

Ann F. Lathrup, B.A.

Cynthia T. Richmond, B.A.

Mildred W. Walker

Assistant Readers' Services Librarian

Technical Services Assistant

Technical Services Assistant

Secretary to the Librarian

Office of the Dean of Students

Martha C. Kirkland, B.S., M.A.

Mollie Merrick, B.A., M.A.

Bonnie B. Johnson, B.A.

Kathleen K. Mooney, B.A., M.A.

Ione Murphy, B.A., M.A.

Jill A. Goldsby, B.A.

Margaret H. Kirk, B.A.

Hanna Longhofer

Janet L. Norton, B.A., M.A.

Linda L. Palmer, B.A.

Barbara W. Smith

Rosa S. Tinsley

Alice S. Grass, B.A.

Gail S. Weber, A.A.

Dean of Students

Assistant Dean of Students

Director of Financial Aid

Director of Career Planning

Coordinator, Alumnae Services

Assistant to the Dean of Students

Assistant to the Dean of Students

Assistant to the Dean of Students

Assistant to the Dean of Students

Assistant to the Dean of Students

Secretary to the Dean of Students

Secretary, Office of Career Planning

Secretary, Office of Financial Aid

College Hostess

The Health Center

W. Hugh Spruell, M.D.

Malcolm G. Freeman, M.D.

Benedict B. Benigno, M.D.

J. Frank Clark, Ph.D.

Rosemary Kriner, B.S.N., M.N., N.P., R.N. Director, Student Health Services

Margaret Johnson, B.S.N., M.N., N.P., R.N. Health Center Nurse

Medical Director; Consulting Internist

Consulting Gynecologist

Consulting Gynecologist

Consulting Psychologist

Office of Business Affairs

Lee A. Barclay, B.S., M.S.

Linda P. Anderson, A.A.

Vice President for Business Affairs

Secretary to the Vice President for

Business Affairs

Kate B. Goodson

Margaret B. Jones

Lelwanda L. Daniel

Miriam S. Lyons

Janet M. Gould

Vaughan W. Black

Sue B. White

Allen Osborn, B.A., M.A.Ed.

Willie H. Jackson

Supervisor of Accounting

Accounts Receivable; Cashier

Accounts Payable; Cashier

Clerk; Cashier

Personnel Director

Director of Physical Plant

Administrative Assistant to the Director of Physical Plant

Custodial Supervisor

Grounds Supervisor

Robert F. Poss	Building Maintenance Supervisor
Glenn R. Myers	Engineering Supervisor
Verita M. Barnett, B.R.E.	Manager of the Bookstore and the Post Office
Elsie P. Doerpinghaus	Assistant in the Bookstore
Ursula M. Booch	Postal Clerk
Barbara F. Saunders, B.S., R.D.	Food Service Manager
Marta M. Cimadevilla, B.A., B.S., M.A.	Assistant Food Service Manager
Faye D. Robinson, B.S.	Assistant Food Service Manager
Louise Wimpey	Supervisor of Food Services
Al S. Evans	Director of Security
Joyce P. Greene	Switchboard Supervisor

Office of Development

Paul M. McCain, Ph.D., Litt.D., LL.D.	Vice President for Development
Penny Rush Wistrand, B.S.	Assistant Director, Agnes Scott Fund
Deborah Arnold Fleming, B.A.	Fund Officer, Agnes Scott Fund
Debra L. Neely	Secretary
Sheila W. Harkleroad, B.A.	Secretary

Office of Public Relations

Sara A. Fountain, B.A.	Director of Public Relations
Andrea K. Helms, B.A.	News Director; Assistant to the Director of Public Relations
Dorothea S. Markert	Coordinator of Campus Events and Conferences; Assistant to the Director of Public Relations

Office of Alumnae Affairs

Virginia Brown McKenzie, B.A.	Director of Alumnae Affairs
Juliette Jones Harper, B.A.	Assistant to the Director of Alumnae Affairs
Jean Chalmers Smith, B.A.	Coordinator for Clubs and Classes
Frances Waggoner Strother	Secretary to the Director of Alumnae Affairs
Natalie Cropper Endicott	Hostess and Manager of Alumnae House

Register of Students — 1978-1979

Class of 1979

Seniors

Atkins, Nancy Ellen Rome, Georgia	Daniel, Deborah Ann Decatur, Georgia	Gzeckowicz, Nancy Kimberly Rutherfordton, North Carolina
Ballard, Deborah Irene Atlanta, Georgia	Daniel, Julie Ann Chamblee, Georgia	Hall, Claire Elaine Columbus, Georgia
Banyar, Diane Hope Brunswick, Georgia	Davis, Mary Elizabeth* Chattanooga, Tennessee	Handly, Katherine Ann Jacksonville, Florida
Barefoot, Sue Dunn Charlotte, North Carolina	Docie, Kathryn Clair Bowie, Maryland	Harris, Katherine Bartow, Florida
Beaudoin, Diane Marie Anderson, South Carolina	Doyle, Leslie Anne Ft. Lauderdale, Florida	Harris, Lynda Lynne Decatur, Georgia
Belk, Elizabeth Eve Charleston, South Carolina	DuPont, Patricia Ann Potomac, Maryland	Hill, Helen Elizabeth Savannah, Georgia
Bell, Glenda Rebecca Atlanta, Georgia	Eichelberger, Sandra Elizabeth Asheville, North Carolina	Hinckley, Valerie Eve Dunwoody, Georgia
Benham, Jessie Angeline Clarkston, Georgia	Erim, Gloriana A. Kaduna, Nigeria	Holland, Elizabeth Gordon Statesboro, Georgia
Best, Melanie Sue Indianapolis, Indiana	Fleming, Angela Wrens, Georgia	Howard, Carol Hedrick** Jacksonville, Florida
Bethune, Susan Kathleen Charlotte, North Carolina	Fowler, Janet Cile Florence, South Carolina	Howard, Gloria Jones Decatur, Georgia
Boone, Kathryn Vallarie Charlotte, North Carolina	Fowler, Sandra Lynn Memphis, Tennessee	Hunter, Ellen Earle Gastonia, North Carolina
Boyd, Laura Giles Lynchburg, Virginia	Fuller, Dorothy Susan Columbia, South Carolina	Hunter, Sarah Ellen Decatur, Georgia
Bradley, Janet Marie Tallahassee, Florida	Gant, Joyce Tarbox* Kennesaw, Georgia	Hutcheson, Martha Lynn Virginia Beach, Virginia
Broadwell, Betsy Williams Fayetteville, North Carolina	Garbutt, Marjorie Jeannine Vidalia, Georgia	Isola, Suzanne Cox* Charlotte, North Carolina
Byrd, Alma Virginia Statesboro, Georgia	Gardiner, Mary Beth Augusta, Georgia	Jensen, Christina Connell Decatur, Georgia
Cameron, Elisabeth Lynn Decatur, Georgia	Garrison, Lesley Glenn Anderson, South Carolina	Johnson, Caye Elizabeth Decatur, Georgia
Cameron, Elizabeth Beck Wilmington, North Carolina	Gary, Judith Burns Augusta, Georgia	Johnston, Julie Lynn Stone Mountain, Georgia
Carter, Angela Marie Chipley, Florida	Gledhill, Susan Gwen Jenkintown, Pennsylvania	Jones, Anne Curtis Jacksonville, Florida
Chupp, Linda Diane Powder Springs, Georgia	Gomez, Susan Anita East Point, Georgia	Kent, Mary Louise Tucker Charlotte, North Carolina
Crawford, Donna Stixrud Avondale Estates, Georgia	Graham, Eleanor New Orleans, Louisiana	Kessler, Robin Elaine Fairfax, Virginia
Crook, Catherine Lynn Sullivan's Island, S. Carolina	Griner, Anne Christopher Tallahassee, Florida	Keyser, Gretchen Jean Atlanta, Georgia
Cullens, Ellanor Toomer Atlanta, Georgia	Groover, Andrea Kathryn Alexandria, Virginia	Kiel, Lillian K. Stone Mountain, Georgia

*Not in residence 1978-79

**Dual Degree Program

Kirby, Evelyn Louise Gainesville, Florida	Paul, Catherine Decatur, Georgia	Small, Dacia Amorita Atlanta, Georgia
Kirkland, Kay Auburndale, Florida	Perez, Mari M. Atlanta, Georgia	Spencer, Aria Lee Clearwater, Florida
Kitts, Rita Gayle Sparks, Georgia	Perry, Anne Hall Charleston, South Carolina	Spurlock, Edith Anne Petersburg, Virginia
Koon, Denise Marie Columbus, Georgia	Pervis, Carolyn Elizabeth Sylacauga, Alabama	Starnes, Paula Chareece Decatur, Georgia
Kouts, Nanette Maria Decatur, Georgia	Petersen, Diane Elizabeth Decatur, Georgia	Stephens, Karol Hammer Atlanta, Georgia
Kramer, Laurel Ann Vero Beach, Florida	Peterson, Laura Lynn Mountain City, Georgia	Stewart, Renee Cecile Atlanta, Georgia
Kulick, Karen Elizabeth Reading, Massachusetts	Pfeiffer, Margaret Webb Jonesboro, Georgia	Sturkie, Susan Ann Columbus, Georgia
Lamb, Deni-Lynn Mt. Pleasant, South Carolina	Pirkle, Marjorie Anne Atlanta, Georgia	Tanner, Melinda Darnell Albany, Georgia
Lee, Virginia Louise Jackson, Mississippi	Poole, Ellen Sheppard Gainesville, Georgia	Terry, Penny Jo Atlanta, Georgia
Logan, Linda Applewhite Charlotte, North Carolina	Propst, Barbara Norton Sumter, South Carolina	Thomason, Katrina Clifford Avondale Estates, Georgia
Long, Rhea Genyene Gastonia, North Carolina	Richards, Donna Lynn Beirut, Lebanon	Van Vleck, Susi Lynn Dayton, Ohio
Margolis, Karen D. West Trenton, New Jersey	Risher, Virginia Varn Camden, South Carolina	Wells, Elizabeth May Gastonia, North Carolina
McCann, Catherine Reed Fort Smith, Arkansas	Roberts, Maureen Birtch Seminole, Florida	Widener, Marianne Johnson Paducah, Kentucky
McColl, Linda Anne North Wilkesboro, N. Carolina	Rockwell, Virginia Ruth Brandon, Florida	Windham, Sarah Caroline Greenville, South Carolina
McFerrin, Julia Holloway Aiken, South Carolina	Rogers, Karen Leslie Camden, South Carolina	Worthey, Lisa Kay Augusta, Georgia
McInnis, Linda East Point, Georgia	Rogers, Nancy Elizabeth Atlanta, Georgia	Wyatt, Donna Faye Marietta, Georgia
Meadows, Melanie Ann Decatur, Georgia	Ruddell, Shannon Jean Newport, Arkansas	Yarbrough, Lu Ann Lyons, Georgia
Menschwaner, Marion McGreevy Clarkston, Georgia	Sanders, Patricia Diann Decatur, Georgia	Part-time:
Nichols, Rosalie Apalachicola, Florida	Sanson, Donna Joyce Clarkston, Georgia	Redd, Arla Bateman Decatur, Georgia
Ozburn, Rebecca Calhoun Riverdale, Georgia	Sheffield, Emily Claire Americus, Georgia	Rucker, Patricia Bretz Atlanta, Georgia
	Singleton, Crystal Lynn Fort Valley, Georgia	Weinstein, Betty Jo Chamblee, Georgia

Class of 1980

Juniors

Arant, Mary Elizabeth Greenville, South Carolina	Bannen, Gudrun Alison Simpsonville, South Carolina	Boelter, Debbie Jean Baton Rouge, Louisiana
Arnzen, Patricia Anne Fayetteville, North Carolina	Beck, Catherine Elizabeth Charleston, South Carolina	Booch, Evelyn Margaret Tucker, Georgia
Averett, Deborah Miles Atlanta, Georgia	Beswick, Lisa Ann Lakeland, Florida	Boushell, Kathleen Marie Stone Mountain, Georgia

Directory

- Brayton, Brenda Alice
Brandon, Florida
- Brooks, Joy Wynell
Montgomery, Alabama
- Brown, Cheryl Lynn
Doraville, Georgia
- Brown, Sally Anne
Ft. Myers Beach, Florida
- Brown, Sherri Gay
Albany, Georgia
- Bryan, Mary Anna
Lawrenceville, Georgia
- Burson, Sandra Anne
Atlanta, Georgia
- Burtz, Susan Rebecca
Canton, Georgia
- Campbell, Nancy*
Mt. Vernon, Missouri
- Carter, Julie Rose
Metairie, Louisiana
- Cheney, Louise Ross
Spartanburg, South Carolina
- Chiu, Sheng-Mei
Penang, Malaysia
- Cho, Kyu Jin
Torrance, California
- Clark, Kimberly Jeanne
Spartanburg, South Carolina
- Cohrs, Amy Jean
Decatur, Georgia
- Collins, Laurel Paxson
Greenville, South Carolina
- Cook, Sheryl Ann
Ormond Beach, Florida
- Costarides, Marina Pete
Atlanta, Georgia
- Dantzer, Cynthia Gay
Panama City, Florida
- DeGrandi, Lisa Marie
Arlington, Virginia
- Denis, Veronica Mercedes
Riverdale, Georgia
- Dodson, Wanda Susan
Atlanta, Georgia
- Easterlin, Lillian Carswell
Louisville, Georgia
- Elebash, Patricia Ann
Pensacola, Florida
- Emrey, Margaret Hancock
Jekyll Island, Georgia
- Enslow, Dorothea Bliss
Stone Mountain, Georgia
- Evans, Cynthia Lou
Lexington, North Carolina
- Evans, Margaret Elizabeth
Macon, Georgia
- Fabisinski, Nancy Elizabeth
Decatur, Alabama
- Fairburn, Sarah Ann
Albany, Georgia
- Finnigan, Cindy Anne
Avondale Estates, Georgia
- Frank, Maile Ann
Marietta, Georgia
- Gallo, Maria Regina
Managua, Nicaragua
- Gee, Nannette LaRue
Greenville, South Carolina
- Grams, Susan Claire
Doraville, Georgia
- Haley, Grace Freeman
Charlotte, North Carolina
- Ham, Susan Elizabeth*
Jesup, Georgia
- Hampton, Cynthia Marie
Louisville, Kentucky
- Haralson, Mary Constance
Lithonia, Georgia
- Harber, Carolyn Lee
Decatur, Georgia
- Hardy, Melanie*
Newnan, Georgia
- Harris, Sarah Anne
Taylors, South Carolina
- Harris, Susan Elizabeth
Atlanta, Georgia
- Hatfield, Agnes Kemper
Florence, Alabama
- Highland, Ellen Brennan
Bridgeport, West Virginia
- Hill, Mary Anne
Savannah, Georgia
- Hollywood, Kathleen Patricia
Long Branch, New Jersey
- Hooper, Lygia Roz
Montgomery, Alabama
- Huff, Cynthia Jane
Greenville, South Carolina
- Huffines, Ann Delia
Birmingham, Alabama
- Jeffrey, Jodie Elizabeth
Paducah, Kentucky
- Johnson, Lisa Hope
College Park, Georgia
- Johnson, Robin Gail
Huron, South Dakota
- Kemp, Sandra Dea
Jonesboro, Georgia
- Keon, Mary Ann
Charlotte, North Carolina
- Knight, Jennifer Ann
Atlanta, Georgia
- Lach, Maureen Kennedy
Roswell, Georgia
- Lancaster, Christiana
Houston, Texas
- Lane, Catherine Aurora
Jonesboro, Georgia
- Lapp, Janet Raye
Riviera Beach, Florida
- Larsen, Laramie Leigh*
Chattanooga, Tennessee
- Lass, Teresa Lee
Tucker, Georgia
- Lassetter, Elizabeth Ann
Atlanta, Georgia
- Lee, Beng-Sim
Penang, Malaysia
- Lee, Lisa Ann
Houston, Texas
- Little, Susan Durham
Snellville, Georgia
- Looi, Kok-Weay
Penang, Malaysia
- Maitland, Sharon Lynn
Mobile, Alabama
- Mandel, Barbara Jo
Munich, Germany
- Mappus, Mary Ann
Charleston, South Carolina
- Moore, Emily
Valdosta, Georgia
- Moore, Linda Elizabeth
Knoxville, Tennessee
- Mosgrove, Elizabeth Ann
Dunwoody, Georgia
- Murphy, Keller Leigh
Columbus, Georgia
- Nelson, Susan M.
Stone Mountain, Georgia
- Norton, Elisa Anne
Gainesville, Georgia
- Ooi, Cheng-Suan
Penang, Malaysia
- Oslund, Claudia Lee
Bradenton, Florida
- Payton, Rebecca Jean
Louisville, Kentucky
- Perry, Paula Lynne
DeRidder, Louisiana
- Phillips, Regina Kaye
Oxford, Georgia

*Junior Year Abroad

Piatnek, Carol Diane
Albany, Georgia

Prieto, Ana Maria
Vero Beach, Florida

Pyles, Vicki Lynn
Decatur, Georgia

Richards, Beth Ann
Tucker, Georgia

Robertson, Christina Marie
Houston, Texas

Robinson, Marcia Kim
Gastonia, North Carolina

Rowland, Tracy Romaine
Atlanta, Georgia

Shirley, Margaret Ellis
Tucker, Georgia

Silvio, Christine*
Atlanta, Georgia

Smith, Judith Ann*
Lakeland, Florida

Smith, Kelley Christine
Stone Mountain, Georgia

Smith, Susan G.
Stone Mountain, Georgia

*Junior Year Abroad

Somers, Margaret Rose
Vidalia, Georgia

Spencer, Jennifer Lynn
Clearwater, Florida

Splawn, Joanna Marie
Avondale Estates, Georgia

Spratt, Gwendolyn Dahl
Decatur, Georgia

Sutton, Kathryn Adams
Ormond Beach, Florida

Taylor, Allison Inez
Makati, Philippines

Thompson, Janice Lynn
Tucker, Georgia

Tiniacos, Maria
Colon, Republic of Panama

Tucker, Patricia Anne
Winder, Georgia

Tucker, Susan Marie
Jacksonville, Florida

Walker, Cheryl Denise
Atlanta, Georgia

Washington, Dixie Lee
King George, Virginia

Wilkie, Susan Raye
Stone Mountain, Georgia

Wiley, Carol Ann
Atlanta, Georgia

Williams, Jennifer Denise
Decatur, Georgia

Willis, Karen Lynn
Doraville, Georgia

Wilson, Anna Lisa
Decatur, Alabama

Wise, Lisa Ellen
Birmingham, Alabama

Wolter, Krista Joy
Marietta, Georgia

Zarkowsky, Katherine Louise
Milledgeville, Georgia

Part-time:

Akin, Carole Shaw
Decatur, Georgia

Colbe, Carol S.
Atlanta, Georgia

Loeb, Joan Hance
Atlanta, Georgia

Lummus, Cynthia Alden
Decatur, Georgia

Mobley, Nancy M.
Stone Mountain, Georgia

Class of 1981

Sophomores

All, Mary Ellen
Marietta, Georgia

Anderson, Ellen Ann
Augusta, Georgia

Anderson, Helen Ruth
Garden City, Georgia

Armour, Martha Leigh
Columbus, Georgia

Arnold, Debbie Peggy
Decatur, Georgia

Balbona, Virginia Maria
Atlanta, Georgia

Barnes, Susan Sanders
Rock Hill, South Carolina

Barnhill, Sandra Kay
Augusta, Georgia

Bonta, Katherine Kelly
Atlanta, Georgia

Breitling, Melissa Amelia
Fayette, Alabama

Brock, Nancy Louise
Dade City, Florida

Bryan, Darby Dale
Tampa, Florida

Bryan, Sarah Mallard
Lawrenceville, Georgia

Burdette, Ila Leola
Hogansville, Georgia

Campbell, Sarah M.
Little Rock, Arkansas

Carter, Celeste Helen Lenora
Decatur, Georgia

Castro, Marie Evelyn
Valdosta, Georgia

Chan, Wee-Leng
Penang, Malaysia

Chapman, Carol Ruth
Baton Rouge, Louisiana

Chooi, Yu San
Penang, Malaysia

Chupp, Lee Ann
Powder Springs, Georgia

Clifford, Leigh Ann
Birmingham, Alabama

Coble, Kelley Ann
Oak Hill, Florida

Cole, Jeanne Marie
Philpot, Kentucky

Conyers, Margaret Wylding
Austell, Georgia

Craig, Catherine
Newport, Arkansas

Curnutt, Ann Elizabeth
Roseville, California

Dayton, Rebecca Suzanne
Boca Raton, Florida

Dickens, Laura Margaret
Hoover, Alabama

Dillard, Leslie Karen
Greenville, South Carolina

Dodd, Hilja Marja
Ft. Lauderdale, Florida

Dorsey, Nancy Elizabeth
Pelham, Georgia

DuBose, Mary Elizabeth
Oswego, South Carolina

Directory

- Durie, Rebecca Curry
Columbus, Georgia
- Ellington, Julie Ann
Cocoa, Florida
- Fogle, Kathryn Ann
DeLand, Florida
- Fulton, Fritz M.
Atlanta, Georgia
- Gaither, Clyda Dare
Brevard, North Carolina
- Gannon, Maryanne Elizabeth
Stone Mountain, Georgia
- Garrison, Charlotte Alline
Orlando, Florida
- Gerhardt, Elizabeth Morton
Johnson City, Tennessee
- Giles, Jennifer Louise
Memphis, Tennessee
- Goerler, Amanda Jane
Boca Raton, Florida
- Gonsalves, Alexandra
Yolanda
Winchester, Massachusetts
- Gorgus, Carol Anne
Arab, Alabama
- Griffin, Nancy Lee
Paducah, Kentucky
- Griffith, Hannah Mayling
Atlanta, Georgia
- Hamilton, Susan Paige
LaGrange, Georgia
- Harris, Ann Douglas
Doraville, Georgia
- Hebert, Mary Elizabeth
Baton Rouge, Louisiana
- Heffron, Katherine Susan
Vienna, Virginia
- Hellender, Karen Arlene
Orlando, Florida
- Higgins, Deborah Gay
Virginia Beach, Virginia
- Hillman, Terry Ann
Milledgeville, Georgia
- Jewett, Beth Anne
Baltimore, Maryland
- Johnson, Sandra Thome
Atlanta, Georgia
- Julian, Andrea Glenn
Brunswick, Georgia
- Kennedy, Susan Gail
Newport News, Virginia
- Keys, Sandra Lee
Tarpon Springs, Florida
- Kiefer, Priscilla Jane
Atlanta, Georgia
- Klettner, Laura Hays
Memphis, Tennessee
- Komar, Stephanie
Clearwater, Florida
- Kouts, Maribeth Madeline
Decatur, Georgia
- Law, Alison VanMetre
Wilmington, Delaware
- Layden, Teresa Anne
Stamford, Connecticut
- Lenoir, Martha Kimbrough
Greenville, Mississippi
- Leser, Sarah Barto
Atlanta, Georgia
- Loo, Chu Kee
Penang, Malaysia
- Looi, Kok Yean
Penang, Malaysia
- Ludvigsen, Joyce
Dunwoody, Georgia
- Mann, Melissa Jane
Riverdale, Georgia
- McCrary, Laura Lee
Augusta, Georgia
- McCunniff, Kathleen Anne
Macon, Georgia
- McDonald, Janet Ann
Jonesboro, Georgia
- McDonald, Lynda Marie
Augusta, Georgia
- McDonald, Susan E.
Tupelo, Mississippi
- McGaughey, Martha Patterson
Atlanta, Georgia
- McMillian, Laurie Frances
Jonesboro, Georgia
- McNeill, Mary Catherine
Aberdeen, North Carolina
- McQuillan, Maureen Miller
Biloxi, Mississippi
- Merkert, Wendy Anne
Savannah, Georgia
- Merrifield, Lisa Lynn
Hattiesburg, Mississippi
- Merrifield, Melanie Ann
Hattiesburg, Mississippi
- Miller, Deborah Lynn
Neenah, Wisconsin
- Mitchell, Susan Elizabeth
Florence, Alabama
- Molegoda, Niranjani Shariya
Colombo, Sri Lanka
- Morgan, Elizabeth R.
Decatur, Georgia
- Moore, Pamela Jean
Wichita, Kansas
- Mosley, Karen Jennie
Atlanta, Georgia
- Mynatt, Pamela Deborah
Dalton, Georgia
- Nelson, Nancy Alexander
Shreveport, Louisiana
- Newsome, Laura duPre
Atlanta, Georgia
- Nicol, Susan French
Jacksonville, Florida
- Oliver, Julie Anne
Glenville, Georgia
- O'Quinn, Monica Susan
Jesup, Georgia
- Parrish, Kim McCart
Atlanta, Georgia
- Patton, Barbara Massey
Kingsport, Tennessee
- Pedersen, Kathryn Anne
Dalton, Georgia
- Perrin, Shannon Elizabeth
Chattanooga, Tennessee
- Petty, Carol Lee
Lookout Mountain, Tennessee
- Philips, Virginia Dickson
Charlotte, North Carolina
- Quillman, Jane
Atlanta, Georgia
- Rawls, Lucia Wren
Columbia, South Carolina
- Relyea, Ruth Ann
DeLand, Florida
- Richardson, Susan Melody
Dunwoody, Georgia
- Roberts, Malinda Stutts
Atlanta, Georgia
- Rogers, Sheila Jean
Marietta, Georgia
- Segars, Stephanie Anne
Tampa, Florida
- Shaw, Shari Diane
Annandale, Virginia
- Sheppard, Martha Thomson
Laurens, South Carolina
- Smith, Janet Rae
London, Kentucky
- Sparks, Dawn
Macon, Georgia
- Stearns, Katherine
Hapeville, Georgia
- Steele, Elizabeth Dotson
Delray Beach, Florida

Stonecypher, Lynn Pace
Huntsville, Alabama
Stucke, Claudia G.
Decatur, Georgia
Suggars, Christine Anne
Atlanta, Georgia
Tan, Lee Kiang
Penang, Malaysia
Tan, Wooi Yi
Penang, Malaysia
Tapper, Karen Lee
Gainesville, Florida
Thompson, Joyce Barbara
Zweibruecken, Germany
Tiniacos, Zoy
Colon, Republic of Panama
Toms, Sarah Elizabeth
Waynesboro, Virginia
Townsend, Marietta Irene
Vanceboro, North Carolina

Veal, Christine Ann
McDonough, Georgia
Velasco, Maria Leonor
Cali, Colombia
Wall, Susan Thorp
Charleston, South Carolina
Wannamaker, Luci Neal
St. Matthews, South Carolina
Wannamaker, Susan Claire
St. Matthews, South Carolina
Watson, Catherine Louise
Decatur, Georgia
Webster, Karen Stacy
Pelham, New York
Wendt, Catherine McGregor
Columbia, South Carolina
Whipple, Karen Elizabeth
Decatur, Georgia

Wimberly, Lynda Joyce
Brentwood, Tennessee
Winn, Susan Elizabeth
McAllen, Texas
Wong, Terri
Dunwoody, Georgia
Yeoh, Nellie Poh-Lin
Penang, Malaysia
Yoshimura, Debra Naomi
Atlanta, Georgia
Part-time:
Bynum, Margaret Vanneman
Atlanta, Georgia
Fortes, Luz Maria
Atlanta, Georgia
Hatch, Christine J.
Atlanta, Georgia

Class of 1982

Freshmen

Ade, Leanne
Jacksonville, Florida
Alspaugh, Anne Elizabeth
Greensboro, North Carolina
Andrews, Julia Lynn
Smyrna, Georgia
Arledge, Alice Dianne
East Point, Georgia
Bacon, Kimberly Lane
Stone Mountain, Georgia
Bagley, Teresa J.
Buford, Georgia
Bailey, Lori Ann
Austell, Georgia
Ball, Crystal Anne
Mauldin, South Carolina
Barbee, Anita Patricia
Augusta, Georgia
Bird, Melanie J.
Atlanta, Georgia
Blake, Nancy Lynn
Griffin, Georgia
Breedlove, Elizabeth Anne
Decatur, Georgia
Brittingham, Elizabeth Ann
South Merritt Island, Florida
Brooks, Bonnie Lynn
Atlanta, Georgia
Brown, Katherine Purdie
Richmond, Virginia

Brunegraff, Karen Lynn
Brunswick, Georgia
Burleigh, Sarah Elizabeth
Dunwoody, Georgia
Burnap, Susan Phillips
New Canaan, Connecticut
Carithers, Julie Lynn
Doraville, Georgia
Carpenter, Margaret Karolyi
Baltimore, Maryland
Carter, Willieta Burlette
Denmark, South Carolina
Clark, Mary Margaret
Gainesville, Georgia
Conner, Carol Ann
Vidalia, Georgia
Connor, Susan Leigh
Winter Haven, Florida
Cotton, Karen Dee
High Point, North Carolina
Craddock, Amy Susan
Dunwoody, Georgia
Crain, Elisabeth Marie
Atlanta, Georgia
Cralle, Katherine Fontaine
Durham, North Carolina
Crockett, Leah Ellen
Stone Mountain, Georgia
Daniel, Elizabeth Frances
Marietta, Georgia

Davis, Peggy Elizabeth
Durham, North Carolina
Dawson, Susanne Margaret
Newport News, Virginia
Deadwyler, Laura Virginia
Atlanta, Georgia
Derby, June Williams
Largo, Florida
DeWitt, Jane Gay
Darlington, South Carolina
Dietrich, Jamie Kay
Live Oak, Florida
Dodson, Amy Pyle
Kingsport, Tennessee
DuBose, Lois Ewell
Miami, Florida
Duggan, Elizabeth Bell
Moultrie, Georgia
Dyches, Ellen Jennifer
Orlando, Florida
Ebinger, Mary Priscilla
Atlanta, Georgia
Edenfield, Norma Elizabeth
Atlanta, Georgia
Etheridge, Bonnie Gay
Macon, Georgia
Ferguson, Lu Ann
Franklin, Kentucky
Ferguson, Nina Cabell
Atlanta, Georgia

Directory

- Fisher, Robin Anice
Marietta, Georgia
- Foster, Sara Lucinda
Cleveland, Georgia
- Fulton, Kathleen Bell
West Palm Beach, Florida
- Garrigues, Catherine
Elizabeth
St. Petersburg, Florida
- Gilbert, Frankie Anne
Blakely, Georgia
- Glover, Susan Gay
Tullahoma, Tennessee
- Gordon, Sonia Hall
Dourados, Brazil
- Gregory, Pauline Harriet
Greenville, South Carolina
- Gwyn, Tina Renee
Winston-Salem, North
Carolina
- Harra, Alice Virginia
Clearwater, Florida
- Hatchett, Angela Lamar
Fletcher, North Carolina
- Helgesen, Kathy Lucille
Mount Pleasant, Iowa
- Higgins, Patricia Louise
Dunwoody, Georgia
- Hill, Emily Cartek
Augusta, Georgia
- Hinckley, Claudia Ruth
Atlanta, Georgia
- Howell, Jennifer Margaret
Pascagoula, Mississippi
- Huebsch, Laurie Kathleen
Eustis, Florida
- Hutcheson, Susan Dianne
Austell, Georgia
- Inglis, Jennifer Ruth
Marietta, Georgia
- Jackson, Jan Antionette
LaGrange, Georgia
- Jackson, Elizabeth O'Brien
Belchertown, Massachusetts
- James, Allison Rebecca
Brunswick, Georgia
- Jeffries, Ashley Mack
Gaithersburg, Maryland
- Jenison, Martha Diane
Charlotte, North Carolina
- Johnson, Lee Fowler
Waxhaw, North Carolina
- Johnson, Sharon Leigh
Alpharetta, Georgia
- Julian, Analice Glenn
Brunswick, Georgia
- Jun, Joy Lyn
Eastman, Georgia
- Keller, Julia Anne
LaGrange, Georgia
- Kelly, Melissa Jane
Homerville, Georgia
- Kichler, Marcia Ann
Pensacola, Florida
- Kite, Mary Lee
Brunswick, Georgia
- Leake, Anne Elizabeth
Harrisonburg, Virginia
- Lewis, Katherine Goodwin
Greenville, South Carolina
- Lindsay, Gretchen Gail
Longwood, Florida
- Lingerfelt, Vanessa Kay
Erwin, Tennessee
- Long, Margaret Miller
Florence, Alabama
- Love, Deborah Jean
Green Bay, Virginia
- Lowrey, Helen Rebecca
Atlanta, Georgia
- Mackey, Joan Marx
New Orleans, Louisiana
- Maisano, Elizabeth Marie
Atlanta, Georgia
- Malis, Diane Elaine
LaGrange, Georgia
- Mann, Melody Joy
Riverdale, Georgia
- Manning, Elizabeth Meredith
Pawley's Island, South
Carolina
- Marchand, Marie Jeannette
Houston, Texas
- Markwalter, Theresa Robider
Huntsville, Alabama
- Martin, Tobi Roxane
Shreveport, Louisiana
- Mead, Susan Virginia
Lexington, Virginia
- Medaglia, Katherine Edith
Suffern, New York
- Mendoza, Ramona Marie
Atlanta, Georgia
- Miller, Margaret Renee
Jacksonville, Florida
- Mitchell, Georgia Anna
Spartanburg, South Carolina
- Moore, Cindee Louise
Decatur, Georgia
- Monroe, Cynthia Rhoden
Evans, Georgia
- Motter, Kenslea Ann
Marietta, Georgia
- Musser, Janet Ann
Ceres, Brazil
- Myre, Ann Renee
Paducah, Kentucky
- Oglesby, Katherine Joyce
Oklahoma City, Oklahoma
- Phillips, Margaret Melanie
Atlanta, Georgia
- Pinnell, Mildred Marie
Macon, Georgia
- Pirrung, Tyler Elizabeth
Jacksonville, Florida
- Pittman, Rosemary Nicole
Atlanta, Georgia
- Plumley, Martha Susan
Landrum, South Carolina
- Proctor, Susan Alice
Decatur, Georgia
- Ramsbottom, Karen Ann
Macon, Georgia
- Ray, Gail Antionette
Atlanta, Georgia
- Reaves, Caroline McKinney
Titusville, Florida
- Reason, Lydia Ann
Dunwoody, Georgia
- Rhymes, Allyson S.
Monroe, Louisiana
- Riley, Christia Dawn
Augusta, Georgia
- Robinson, Sara Louise
Chattanooga, Tennessee
- Rolfe, Diane Evelyn
South Portland, Maine
- Rose, Shelley MacLean
Cocoa Beach, Florida
- Ruddell, Elizabeth Ann
Newport, Arkansas
- Seitz, Susan A.
Huntsville, Alabama
- Shackleford, Elizabeth Lucile
Atlanta, Georgia
- Sheppard, Margaret Colburn
Laurens, South Carolina
- Shuler, Monica Diane
Madisonville, Kentucky
- Sivewright, Marjory
Greenville, South Carolina
- Smith, Leigh Ann
Florence, Alabama
- Smith, Maryellen Palmer
Moultrie, Georgia

Smith, Susan Lydston Indian Shores, Florida	Thomas, Gayle Elaine Jacksonville, Florida	Waters, Martha Elise Selma, Alabama
Smyth, Maureen Anne Maracaibo, Venezuela	Todd, Alice Margaret Florence, Alabama	Wells, Katherine Lynn Spring, Texas
Solomon, Marie Patterson Dothan, Alabama	Todd, Patricia Louise Frostproof, Florida	Weston, Elicia Marie Augusta, Georgia
Spencer, Laura Gutierrez Silver City, New Mexico	Tramontana, Lisa Victoria Monroe, Louisiana	Whisnant, Katharine Whitney Atlanta, Georgia
Splawn, Nancy Rose Avondale Estates, Georgia	Ungar, Lillian Carole Atlanta, Georgia	Winter, Meredith Lynn Atlanta, Georgia
Sprenger, Rebecca Lee Bradenton, Florida	Wallace, Harriet Hazlehurst Macon, Georgia	Woods, Sharon Lynn Sumter, South Carolina
Staed, Blaine Brantley Daytona Beach, Florida	Walshe, Irene Mercedes Maracaibo, Venezuela	Wooley, Ann McLaughlin Augusta, Georgia
Stortz, Mary Therese Spartanburg, South Carolina	Wannamaker, Dora Tracy North Charleston, S. Carolina	Young, Elizabeth O'Hear Mt. Pleasant, South Carolina
Stradtman, Jacqueline Regan Salem, Oregon	Wannamaker, Talley Keitt St. Matthews, South Carolina	Young, Kimberly Ann Burlington, North Carolina

Unclassified Students

Bass, Nina Brazell Atlanta, Georgia	Hodges, Margaret M. Stone Mountain, Georgia	Skauge, Anita Asker, Norway
Bryant, Osceola Laverne Decatur, Georgia	Hyde, Kaye K. Decatur, Georgia	Smith, Barbara Joan Lilburn, Georgia
Cook, Janie Sue Decatur, Georgia	Johnston, Mary Margaret Atlanta, Georgia	Stallybrass, Mary Ann Decatur, Georgia
Desquins, Emmanuelle Denise Freznes, France	Jordan, Mary Jane Dunwoody, Georgia	Starnes, Rebecca C. Clarkston, Georgia
Dete, Sally Bailey Marietta, Georgia	Long, Sherrill Terry Stone Mountain, Georgia	Tucker, Susan Vivien Durban, South Africa
Dougherty, Ellen Abernathy Decatur, Georgia	Majoros, Lucie Callaway Atlanta, Georgia	Tveit, Carol Jean Stone Mountain, Georgia
Ellison, Deana Craft Decatur, Georgia	Mitchell, Catherine B. Avondale Estates, Georgia	Vanderplate, Carol Lynn Atlanta, Georgia
Endicott, Natalie C. Decatur, Georgia	Niehuus, Kirsten Hamburg, Germany	Washburn, Alice B. Atlanta, Georgia
Gannon, Mary Patricia Stone Mountain, Georgia	Owen, Barbara P. Atlanta, Georgia	Washburn, Mildred Avery Decatur, Georgia
Halliday, Henrietta Cheek Atlanta, Georgia	Pepper, Charlotte Atlanta, Georgia	Wiseman, Harriett Louise Decatur, Georgia
Harrison, Polly Ann Atlanta, Georgia	Preisler, Gabriele Heiligenhaus, Germany	Zorn, Susan Beth Atlanta, Georgia
Hassinger, Gail Sondra Stone Mountain, Georgia	Ryan, Adrienne K. Stone Mountain, Georgia	
Haug, Charlotte Johanne Oslo, Norway	Shearon, Virginia P. Decatur, Georgia	

Geographical Distribution of Students

(as of January 1979)

Full-time Students United States		Foreign Countries	
Alabama	22	New Mexico	1
Arkansas	5	New York	2
California	2	North Carolina	31
Connecticut	2	Ohio	1
Delaware	1	Oklahoma	1
Florida	64	Oregon	1
Georgia	242	Pennsylvania	1
Indiana	1	South Carolina	47
Iowa	1	South Dakota	1
Kansas	1	Tennessee	13
Kentucky	10	Texas	6
Louisiana	11	Virginia	17
Maine	1	West Virginia	1
Maryland	5	Wisconsin	1
Massachusetts	3		
Mississippi	7		
New Jersey	2		
		Brazil	2
		Colombia	1
		France	1
		Germany	4
		Lebanon	1
		Malaysia	11
		Nicaragua	1
		Nigeria	1
		Norway	2
		Panama	2
		Philippines	1
		South Africa	1
		Sri Lanka	1
		Venezuela	2
		Total full-time	535
		Total part-time	40
		Total enrollment	575

Honors — 1978-1979

Phi Beta Kappa

The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott College in 1926. Elections are based primarily on academic achievement, in accordance with the regulations of the National Society.

The following were elected from the class of 1978: Judith Ann Bartholomew, Marguerite Anne Booth, Ellen Brinks, Mary Gracey Brown, Shirley Kam-Yeap Chan, Sue Ellen Fisher, Emily Druilhet Holmes, Christy Lyn Johnson, Catherine Jones McLauchlin, Mary Jane Norville, Virginia Elizabeth Philips, Mary Susan Smith, Sally Jackson Stamper, Rebekah Gibson Strickland.

Stukes Scholars

The three students who rank first academically in the rising sophomore, junior, and senior classes are designated each year as "Stukes Scholars." This award honors Samuel Guerry Stukes, Dean of the Faculty from 1938 to 1957. The Stukes Scholars named on the basis of the work of the 1977-78 session are:

Ila Leola Burdette
Hogansville, Georgia

Kok-Weay Looi
Penang, Malaysia

Julie Ann Daniel
Chamblee, Georgia

Class Honor Roll

Class of 1978

Ellie Autrey Alderman
Judith Ann Bartholomew
Marguerite Anne Booth
Jan Celeste Borum
Ellen Brinks
Mary Gracey Brown
Margaret Lynn Buchanan
Shirley Kam-Yeap Chan
Rebecca Claire Childress
Barbara Lynn Duncan
Nilgun Eren
Sue Ellen Fisher
Katherine Craig Fitch
Jennifer Driscoll Goers
Emily Druilhet Holmes

Christy Lyn Johnson
Susan Faye Jordan
Susan Audrey Kidd
Margaret Stiles Knight
Catherine Jones McLauchlin
Elizabeth Ruth Nease
Mary Jane Norville
Virginia Elizabeth Philips
Jennifer Scott
Mary Susan Smith
Sally Jackson Stamper
Paula Starr
Rebekah Gibson Strickland
Susan Louise Willoch

Class of 1979

Diane Beaudoin	Christina Jensen
Elizabeth Eve Belk	Virginia Louise Lee
Melanie Sue Best	Linda Applewhite Logan
Susan Kathleen Bethune	Rhea Genyne Long
Linda Diane Chupp	Julia Holloway McFerrin
Julie Ann Daniel	Marion Elizabeth McGreevy
Kathryn Clair Docie	Diane Elizabeth Petersen
Patricia Ann DuPont	Emily Claire Sheffield
Lesley Glenn Garrison	Susan Ann Sturkie
Nancy Eleanor Graham	Sarah Caroline Windham

Class of 1980

Mary Elizabeth Arant	Lygia Roz Hooper
Sally Anne Brown	Cynthia Jane Huff
Nancy Campbell	Susan Joanne Landers
Dorothea Bliss Enslow	Teresa Lee Lass
Maile Ann Frank	Beng Sim Lee
Elizabeth Walton Furlow	Kok-Weay Looi
Ann Eleanor Gray	Mary Ann Mappus
Cynthia Marie Hampton	Marjorie Anne Pirkle
Melanie Hardy	Jennifer Spencer
Ruth Beckley Hoffman	Maria Tiniacos

Class of 1981

Susan Sanders Barnes	Shannon Elizabeth Perrin
Leslie Gayle Berry	Katherine Frances Rowell
Ila Leola Burdette	Shari Diane Shaw
Celeste Elizabeth Burns	Martha Thomson Sheppard
Carol Ruth Chapman	Janet Rae Smith
Mary Elizabeth DuBose	Dawn Sparks
Rebecca Curry Durie	Lee Kiang Tan
Susan Gail Kennedy	Karen Lee Tapper
Chu Kee Loo	Cynthia Louise Thomson
Kok-Yean Looi	Marietta Irene Townsend
Nancy Alexander Nelson	Luci Neal Wannamaker
Julie Anne Oliver	Nellie Poh-Lin Yeoh

Bachelor of Arts Degree — 1978

Anita Page Airheart
Sociology
Ellie Autrey Alderman*
Bible and Religion
Grace Casburn Allen
Chemistry
Sarah Nelson Arthur
English/History
Judith Ann Bartholomew**
Biology
Janet Anita Blount
Economics
Marguerite Anne Booth*
English
Jan Celeste Borum
Sociology
Patricia Campbell Brewer
English
Helen Eugenia Briley
Sociology
Ellen Brinks**
Philosophy/German
Beverly Elaine Brown
History/Political Science
Mary Gracey Brown*
Psychology
Margaret Lynn Buchanan
Psychology
Susan Elaine Burson
Psychology
Cynthia Randolph Camper
French
Mary Catherine Carr
Art
Ralee Ann Cates
English/Theatre
Shirley Kam-Yeap Chan**
Economics
Rebecca Claire Childress*
Economics/Political Science
Kyu Wook Winnie Cho
Mathematics
Katharine McCallie Cochrane
English and Creative Writing
Mary Annette Cook
Theatre
Patricia Ann Cralle*
Biology/French
Theresa Elizabeth Crane
History
Cherol Carrere Crutchfield
Philosophy
Lillian Leigh Dillon*
English
Barbara Lynn Duncan*
Mathematics

Marilyn Sue Edwards
Mathematics
Suzanne Holloman Erb
History-English Literature
Nilgun Erekem*
Chemistry
Sue Ellen Fisher**
English/History
Katherine Craig Fitch
Biology
Anne Riviere Getchell
Economics
Jennifer Driscoll Goers
History
Lisa Dail Griffin
Sociology
Mary Catherine Harris
Bible and Religion
Susan Christine Hatch
French
Sharon Ruth Hatcher
History
Lucy Bullock Hicks
Biology
Emily Druilhet Holmes*
Art/Theatre
Cheryl Lynn Houy
Political Science
Patricia Emily Huggins
Art
Carol Dee Johnson
Spanish
Christy Lyn Johnson*
Psychology/Spanish
Rebecca Lee Johnson
Sociology
Susan Faye Jordan*
French
Janet Elizabeth Kelley
Economics/Art
Susan Audrey Kidd
History
Margaret Stiles Knight
Psychology
Elizabeth Hope Lamade
Music
Mary Margaret Lamberson
Music
Elizabeth Stuebing Larson
Bible and Religion
Mary Lynn Lipscomb
Art
Martha Waters Lovvorn
Art
Katharine Barton Manning
History
Sarah Scott Marshall
Economics

Adeline Price Mathes
History
Susan Rollins McCullough
Psychology
Laura Marie Elizabeth
McDonald
Physics-Astronomy
Catherine Jones McLaughlin*
History
Wanda Emma McLemore
Mathematics/Economics
Jennifer Jane Middleton
Theatre/Bible and Religion
Judith Kay Miller*
Economics
Lorraine Kay Mixon
History
Marlene Cecilia Munden
Psychology
Elizabeth Ruth Nease
Psychology
Alice Louisa Newton
Biology
Mary Jane Norville*
Political Science
Marybeth Whitmire Nowell
History/Political Science
Kathleen Ann O'Brien
History/Economics
Lynne Oswald
History
Carol Leslie Overman
History/French
Eleni Pantazopoulos
Biology/German
Mary Paige Patton
Psychology
Anne Meredith Paulin
Political Science
Cynthia Ann Peters
History
Virginia Elizabeth Philips*
German
Sharon Dianne Pittman
History
Marilyn Anita Plunkett
Bible and Religion/
Psychology
Melody Snider Porter
Economics
Winona Kirby Ramsaur
English
Madelyn Claire Redd
History
Hazel Anne Richardson
Art
Rebecca Ann Robinson
Economics

*With honor

**With high honor

Directory

Thelma Fay Ruddell
Biology
Jennifer Scott
Biology
Virginia Louise Singeltary
French
Mary Anna Smith
Art
Mary Susan Smith**
Chemistry/English
Nancy Kathryn Smith
English and Creative
Writing/German
Sharon Lynn Smith
Economics

Sally Jackson Stamper*
English/Psychology
Paula Starr
Psychology
Rebekah Gibson Strickland**
English
Alice Lastra Thomas
History
Mary Alice Vasilos
Psychology
Cathy Darlene Walters
Psychology
Elizabeth Ann Walters
Economics
Kathryn Schnittker White
Psychology
Elaine Cooper Wilburn
History

Susan Louise Willoch
History
Catherine Marie Winn
English
Christina Wong
Biology
Sarah Weems Workman
Biology
Susan Eileen Yannone
Biology
Nancy Maurene Yates
Biology
Carol Gay Zeller
English
Stephanie Ann Zipperer
Psychology

*With honor

**With high honor

Alumnae Association — 1978-1979

Organized in 1895, the Alumnae Association of Agnes Scott College has as its purpose the furtherance of the intellectual, spiritual, and financial aims of the College. All former students who earned any academic credit while in college are members of the Association. Its work is done under the authority of an Executive Board elected by the membership and composed of officers; committee chairmen; and, ex officio, the director of alumnae affairs, the coordinator for clubs, the assistant to the director, and the presidents of the various alumnae clubs.

The Anna Young Alumnae House is operated as the international headquarters of the Alumnae Association and as the guest house for the College. The Association publishes *The Agnes Scott Alumnae Quarterly*, conducts the alumnae division of the Agnes Scott Fund, maintains files of information on more than 9,000 alumnae, and keeps alumnae aware of the nature of the College today.

Volunteer committees work with alumnae clubs and individuals throughout the United States and various other countries, corresponding with class officers, offering a program of continuing education for alumnae, arranging special interest tours, planning class reunions, suggesting fund-raising projects, acting as alumnae admissions representatives for the College, and presenting career conferences for students and special events for the College or alumnae groups. The Alumnae Association seeks to make alumnae opinions available to the College and to make Agnes Scott alumnae an active force in education.

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Gifts to Agnes Scott

Agnes Scott is grateful for the gifts of alumnae, parents, and other friends whose support makes possible the maintenance of its high standards. The College welcomes gifts of cash, securities, and other property. A college representative will discuss without obligation the life income plans available to donors.

Forms of Bequests

An unrestricted bequest may be worded:

"I give to Agnes Scott College, Decatur, Georgia, the sum of \$_____."

A bequest for a specific purpose may read as follows:

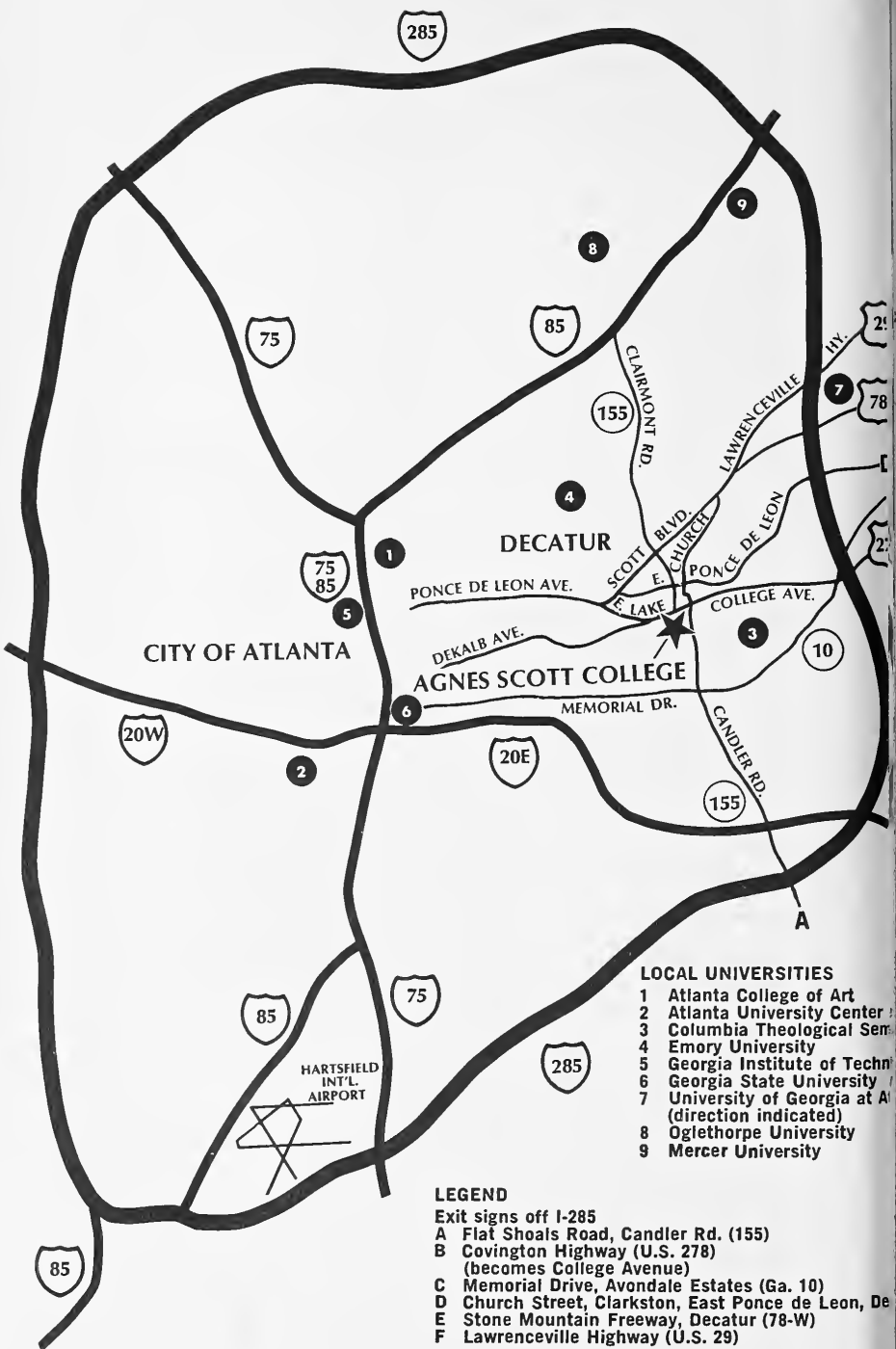
"I give to Agnes Scott College, Decatur, Georgia, the sum of \$_____ to be known as the _____ Fund, the income therefrom to be used to assist worthy students."

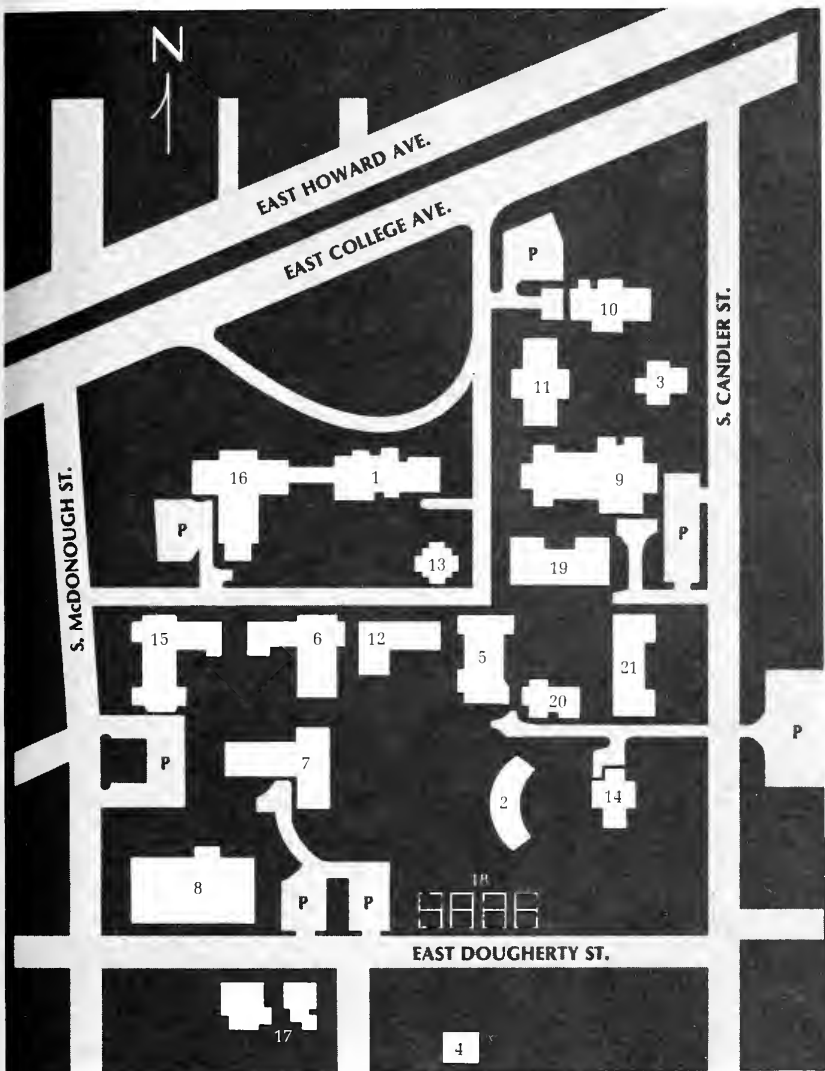
A donor wishing to restrict a gift is encouraged to discuss ways of accomplishing this preference with a member of the staff of the Office of Development.

A residuary clause may be expressed:

"All the rest, residue, and remainder of my real and personal estate, I give to Agnes Scott College, Decatur, Georgia."

Anyone wishing to make a bequest to Agnes Scott is advised to consult an attorney.





Legend

- | | |
|-----------------------------|------------------------------|
| 1. Agnes Scott Hall (Main) | 11. Inman Hall |
| 2. Amphitheater | 12. McCain Library |
| 3. Anna Young Alumnae House | *The Robert Frost Collection |
| 4. Bradley Observatory | 13. Murphey Candler Building |
| 5. Bucher Scott Gymnasium | ("The Hub") |
| 6. Buttrick Hall | 14. President's House |
| (Administrative Offices) | 15. Presser Hall |
| 7. Campbell Science Hall | Gaines Chapel |
| *Mary Stuart MacDougall | Maclean Auditorium |
| Museum | 16. Rebekah Scott Hall |
| 8. Dana Fine Arts Building | 17. Service Buildings |
| Winter Theater | 18. Tennis Courts |
| *Dalton Galleries | 19. Walters Hall |
| 9. Evans Dining Hall | 20. Walters Infirmary |
| 10. Hopkins Hall | 21. Winship Hall |

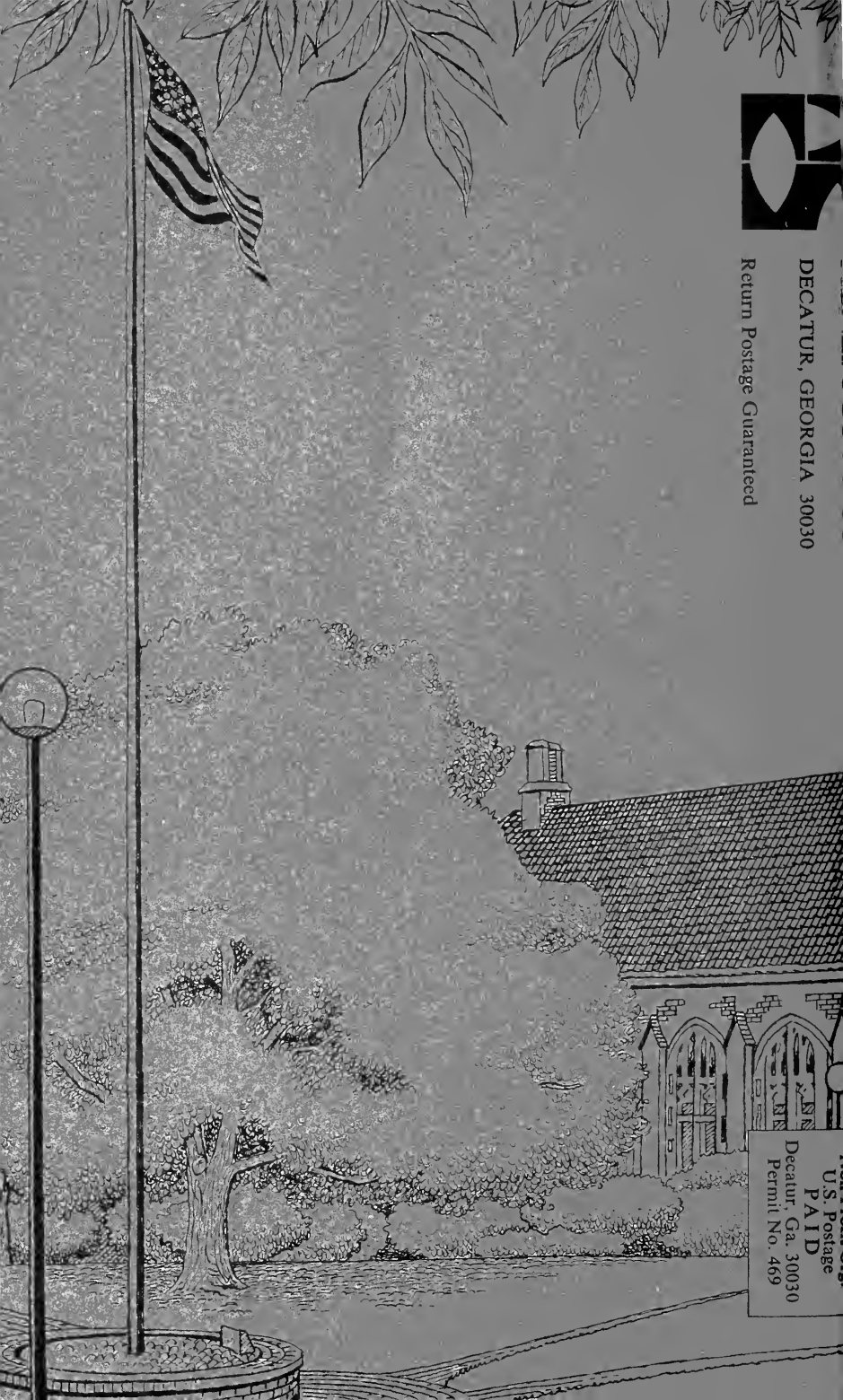
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Buttrick Hall (6.), First Floor
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